POSITIVE BEHAVIOR SUPPORTS AND INTERVENTIONS: IS IT THE BEST APPROACH FOR JUNEAU ELEMENTARY SCHOOLS?

By

Bobbie Anderson, BSW

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APPROVED:

Susan L. Renes, Ph.D., Committee Co-Chair
James Morton, Jr., Ph.D. Committee Co-Chair
Imelda Bratton, Ph.D., Committee Member
Amy Vinlove, Ph.D., Program Head
Department of Counseling

Abstract

The US public educational system strives to assist students to develop the academic and social skills they will need to be competitive in the world market. A considerable obstacle to this goal is behavioral problems in schools, which disrupt important learning time for both the student who is demonstrating the behavior and for his or her peers. Additionally, current literature asserts that behavioral problems interfere in social and academic relationships, create stress for school faculty, and are linked to school failure and increased high-school dropout rates, which have a negative economic impact on both the student and community. Given the correlation of problematic behavior (which appears to be trending upward) with negative outcomes, it seems clear that identifying the best approach to preventing and correcting problematic behavior is imperative. The purpose of this project is to critically examine some commonly used approaches to determine the most effective and efficient method used in elementary schools to prevent and correct problematic behavior. In addition, implementation and continuance of the chosen approach is discussed with the Juneau School District in mind.

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School-Wide Positive Behavioral Interventions and Supports (PBIS): Implementation and Maintenance in Elementary Schools

According to the United States (US) Department of Education's mission statement (2017), the purpose of education is to encourage academic achievement and prepare students to compete in the global market by cultivating superior education and equal access for all. Although barriers to this mission are many and complicated, a large body of research has identified some well-established risk factors that are associated with academic difficulty, school failure, and school dropout (Fan, Williams, & Corkin, 2011). These risk factors can be divided into two categories: social risk factors and academic risk factors. Social risk factors are demographic and historical attributions that increase the likelihood of difficulties at school. Examples of social risk factors include having a parent who has experienced oppression, living in a single-parent household, or experiencing economic disadvantage or domestic violence in the home. Academic risk factors include school-related characteristics that decrease the likelihood of school success, such as a student having behavioral problems at school, repeating a grade, or moving to a different school for reasons other than promotion.

The purpose of this project is to identify the best approach to preventing and correcting behavioral problems in the Juneau School District's elementary schools and to educate school counselors who could implement the identified approach. More specifically, this project:

- introduces the potential outcomes for students with behavioral problems in school and information about the connection between behavioral problems and school climate;
- reviews legislative mandates;
- examines literature on various approaches to problematic behaviors;

- formulates a conclusion for the best approach to preventing and correcting problematic behavior in elementary schools;
- reviews Juneau School District (JSD) goals, including some JSD objectives to achieve by 2020;
- recommends the best approach for Juneau elementary schools;
- identifies the most appropriate staff to lead the implementation process; and
- describes the basic steps to implement the framework, including an evidence-based model to sustain the framework.

Many children in the US have Emotional Behavioral Disorders (EBD) that are addressed only in school. Emotional disturbance is defined by the Individuals with Disabilities in Education Act of 1997 as:

> **(i)** a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
>
> (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
>
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
>
> C) Inappropriate types of behavior or feelings under normal circumstances.
>
> (D) A general pervasive mood of unhappiness or depression.
>
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems. (Legal Information Institute, 2018)

In the US, 17% - 26%, or 1 in 5 children, experience an EBD (Allen, 2011; Cook et al., 2015). Unfortunately, this already high number is expected to increase 50% by 2020 (McIntosh, Ty, &

Miller, 2014). Although the exact percentage of how many children receive treatment is unclear, research indicates that many go untreated (Allen, 2011). Furthermore, it is important to note that over 70% of the children in the US receiving treatment do so in the school setting (Allen, 2011).

Alaska's children are not immune to the problem of EBD. According to the Substance Abuse and Mental Health Administration (SAMHSA, 2018), the accumulated number of adverse childhood experiences (ACE) is strongly related to the number of physical, emotional, mental, and behavioral problems they will experience throughout their lifetime. Although there are no national statistics regarding the ACE score, in 2009 the Center for Disease Control and Prevention (CDC) released a study of five states that did collect ACE data from adults (State of Alaska, 2015). In 2013, Alaska used the Behavioral Risk Factor Surveillance Survey to gather ACE data and compared its own ACE data to the ACE data collected by the CDC in its 2009 study of five states (see Table 1). Note that the bold percentage rate in each row of Table 1 indicates the highest score in that particular adverse childhood experience.

Table 1

ACE Rates in Six States (presented as percentages)

Adverse Childhood Experience	Alaska	Arkansas	Louisiana	New Mexico	Tennessee	Washington
Year study released	2013	2009				
Abuse						
Verbal/Emotional	31.0	24.3	21.1	28.1	19.2	**34.9**
Physical	19.1	14.1	10.5	**19.5**	12.9	18.1
Sexual	**14.8**	10.9	09.9	12.9	12.7	13.5
Household Dysfunction						
Mental Illness at Home	21.9	17.0	16.6	19.4	17.1	**24.3**
Incarcerated Family Member	**11.5**	05.5	07.2	07.1	08.6	06.6
Substance Abuse in Home	**33.8**	25.5	26.6	29.9	28.3	32.7
Separation or Divorce	**31.7**	23.3	27.1	24.4	29.1	26.0
Witnessed Domestic Violence	18.7	15.1	14.5	**18.9**	17.1	16.6

Note. Adapted from "Adverse childhood experiences: Overcoming aces in Alaska," (State of Alaska, 2015). Retrieved from http://dhss.alaska.gov/abada/ace-ak-/Documents-/ACEsReport-Alaska.pdf

In comparison to the CDC study, Alaskan adults reported a significantly higher instance of trauma for each category in three of the five-state averages. The Alaskan rate of trauma is either the first or second highest in every category.

In addition to the five-state study, the 2018 Alaska Scorecard shows more evidence of situations that create higher ACE scores (Alaska Department of Health and Services, 2018). In Alaska, 16.8 out of 1000 children experience childhood maltreatment compared to 9.1 out of 1000 children in the rest of the nation. Furthermore, the rate of Alaskans that commit suicide is 25.3 out of 100,000 individuals while the national rate is 13.5 out of 100,000 individuals. Also, 5.2% of Alaskans have serious thoughts of suicide while the national average is 4%. Additionally, the Alaskan alcohol-induced death-rate is 22.9 out of 100,000 individuals while the national rate is 9.5 out of 100,000 individuals (Alaska Department of Health and Services, 2018).

The Alaska Mental Health Trust Authority estimated that 6% of Alaska's children, ages 0 through 17 had a serious emotional disturbance (SED) in 2017 (Alaska Department of Health and Social Services, 2018). Children with SED refers to "children and youth who have had a diagnosable mental, behavioral, or emotional disorder in the past year that resulted in functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities" (p. 54).

According to the Alaska Department of Education and Early Development (DEED), there were 2,275 children enrolled in Juneau elementary school in the 2017 through 2018 school year (*District Enrollment by Grade*, 2018). Based on the previously stated estimate of 6%, approximately 137 Juneau elementary school children might have some form of diagnosed SED at any given time.

Although the primary responsibility of educators is the academic progress of students, teaching and learning can be disrupted by behavioral problems. Within the educational setting, professionals and the general public consistently point to *lack of discipline* as a considerable school problem (Sullivan, Long, & Kucera, 2011). Partially in response to increasing behavioral problems, many educators, including administrators and school counselors, are spending much of their time addressing behavioral disruptions (Ziomek-Daigle, 2009).

Cochran, Gibbons, Spurgeon, and Cochran (2014) reported that children with behavioral problems in school are at risk for long-term, negative educational and personal outcomes, such as poor grades, academic failure, high school dropout, poor personal relationships, increased substance abuse, and increased delinquency. Reinke, Herman, Petras, and Ialongo (2008) asserted that children with early behavioral problems have a higher risk of relationship problems with their peers, drug and alcohol abuse, as well as delinquency. Also, disruptive behavior is associated with an increased risk of academic problems, placement in special education programs, and high-school dropout (Bradshaw, Waasdorp, & Leaf, 2012; Cochran, Gibbons, Spurgeon, & Cochron, 2014). According to Kennedy and Swain-Bradway (2012), each time a student receives a behavioral referral, approximately 20 minutes of instructional time is lost. For students who regularly receive referrals related to disruptive behavior, the cost of accumulated lost instructional time may lead to substantial loss in academic achievement.

Bosworth and Judkins (2014) assert that not only does problematic behavior affect the misbehaving student, it also alters the school climate. Bullying is a particularly poisonous behavior. Negative social behaviors, such as bullying, have a far-reaching effect in schools. Bullying has been linked to diminished motivation, poorer academic performance, and ultimately higher dropout rates for those who have been victimized (Cornell, Huang, Gregory, & Fan,

2013). On the other hand, Rhodes, Thomas, and Liles (2018) found that students who feel safe and welcomed in school are more likely to have a positive outcome.

It is generally accepted that teacher self-efficacy and job satisfaction are negatively impacted by behavioral disturbances (Landers, Servilio, Alther, & Haydon, 2011). Teacher burnout and turnover have been linked to student behavior and school climate (Landers, Servilio, Alther, & Haydon, 2011; Ross, Romer, & Horner, 2012). Aloe, Shisler, Norris, Nickerson, and Rinker (2014) assert that student misbehavior is the most prominent factor related to teacher burnout. Aloe et al. used multivariate, meta-analysis techniques to measure the relationship between student misbehavior and teacher burnout. They included 19 quantified studies that typically used regression analyses to discuss the relationship between student misbehavior and teacher burnout. The studies considered three effect sizes that included the relationship of student misbehavior to teacher emotional exhaustion, depersonalization, and personal accomplishment. Their results showed (a) a moderate correlation between student misbehavior and teacher emotional exhaustion at .44 (SE = .0333, p < .001), with a 95% CI [.37, .50] from .37 to .50; (b) a moderate correlation between student misbehavior and teacher depersonalization at .36 (SE = .0405, p <.001) with a 95% CI [.28, .44]; and (c) a weaker correlation between student misbehavior and teacher personal accomplishment at -.31 (SE = .0366, p <.001), with a 95% CI [-.38, -.24]. These results indicated that student misbehavior is an important correlate of teacher burnout.

The ramifications of teacher burnout are significant. Often, teachers who experience burnout report feeling less effective (Fan et al., 2011). It takes more effort to actively engage with their students and the teaching process, which reduces the quality and consistency of instruction. In addition, teachers who experience burnout are often less able to cope with

classroom behavioral problems and tend to have an increased number of negative relationships with their students. Teacher burnout is associated with poor job performance, increased healthcare costs, and increased mental health care claims (Ross et al., 2012). A multitude of stressors--such as disrespect, truancy, tardiness, bullying, fighting, and miscellaneous classroom disruptions--lead to decreased instructional time as teachers address the behaviors (Landers et al., 2011). Fan and colleagues (2011) found that students with behavioral problems had less favorable perceptions of student-teacher relationships and were more likely to perceive school rules as unfair and unclear.

Based on the above-mentioned research showing that problematic behavior negatively impacts school climate, it follows that preventing and correcting problematic behavior would promote a positive school climate. A significant amount of research supports the idea that a positive school climate is related to academic achievement and performance, adaptive psychosocial adjustment, school satisfaction, a sense of school belonging, positive self-concept, academic value, motivation to learn, and improved school behavior (Bradshaw, Koth, Thornton, & Leaf, 2009; Bodovski, Nahum-Shani, & Walsh ,2013; Fan et al., 2011).

The primary goal of this paper is three part: (a) to explore the effect that problematic behavior has on student success, school climate, and future economic growth; (b) to identify the most effective, evidence-based approach by critically examining and comparing common behavioral interventions--specifically, Zero Tolerance Policy, Restorative Justice, Social Emotional Learning, Multi-Tiered Systems of Support, and Positive Behavior Interventions and Support (PBIS); and (c) to describe the most efficient way to implement and sustain the chosen model.

Once the different approaches were evaluated in the areas of effectiveness, efficiency, cost, fairness, level of evidence supporting, the Positive Behavior Interventions and Supports (PBIS) framework best met the criteria. PBIS includes many of the beneficial elements of the other approaches and offers the advantage of allowing educators to evaluate individual interventions, to gauge implementation fidelity, and to assess and improve the overarching effectiveness of the system itself. Based on the evidence, a PowerPoint presentation was created to encourage Juneau School District counselors to implement the Positive Behavior Interventions and Support framework in their schools, thereby decreasing problematic behavior with the goal of improving outcomes for Juneau's students, schools, and the community at large. For clarification, a list of terms with their explanation follows:

Adjusted Cohort Rate: Established by the United States Department of Education, the adjusted cohort rate is a uniform and accurate, trans-state measurement of the high school graduation rate. The adjusted cohort rate was created in order to increase high school education accountability (Department of Education, 2008).

Applied Behavior Analysis (ABA)**:** ABA is a comprehensive and scientific approach to changing behavior using principles borrowed from experimental analysis of behavior, where the experimental analysis identifies and explains fundamental principles of behavior that are understood as the interaction of an organism in and with its historical and situational environments (Hayes, & Sayres, 2000).

Behavior Intervention Plan (BIP): The BIP is a team plan created to effectively address problematic behaviors in a data-driven and systematic way. A BIP uses the hypothesis explaining negative behaviors developed in the Functional Behavior Assessment (FBA), brainstorms possible ways to prevent problematic behaviors, and substitutes more acceptable

behaviors (Crimmins el al., 2007). Part of the plan includes monitoring the intervention by recording results and continually assessing how interventions are working. A BIP includes a description of the problematic behavior, hypothesis about why the behavior occurs, and specific intervention strategies that include positive behavioral supports and services (The University of the State of New York, n.d.).

Every Student Succeeds Act (ESSA): The ESSA federal law is a reauthorization of the 1965 Elementary and Secondary Education Act, which was created with the purpose of ensuring that all students are provided with an equal education (Title I - Improving the academic achievement of the disadvantaged). ESSA grants flexibility to some specific state mandates from the No Child Left behind Act in return for development of state stringent, comprehensive programs that close the education gap and promote success for all students. ESSA mandates that schools prepare all students for college and careers.

Evidence-based practice: An evidence-based practice is one that has been assessed within several experimental studies that are either randomized, controlled trials, or a stringent single-case analysis (Horner, Sugai, & Anderson, 2010). Randomized controlled trials are much preferred because they demonstrate both documentation of a desired affect and presentation of an experimental control. Evidence-based studies are usually judged on a continuum that ranges from weak, insufficient, emerging, promising, and strong.

Functional Behavior Assessment (FBA): An FBA is a systematic, evidence-based method for assessing the relationship between a behavior and the context in which that behavior occurs (Loman & Borgmeier, 2016). The main goal of FBA is to assist in the development of a behavior plan that is driven by the function of the behavior. For example, the purpose of

behavior may be to get something, to gain attention, or to escape. Behavior may also be an automatic response.

Individual Education Program (IEP): This federally mandated program has been the heart of special education since the Education for All Handicapped Children Act was passed in 1975 (Drasgow, Yell, & Robinson, 2001). IEPs drive and monitor every part of an individual student's special-education program. An IEP is a formal document required by law through the Individuals with Disabilities in Education of 1997 Act (IDEA) that illustrates the needs of a student, provides learning goals and objectives, directs educational programming and placement, and defines evaluation and measurement criteria.

Individuals with Disabilities in Education of 1997 (IDEA): This federal law requires schools to create a new way of changing behaviors. IDEA mandates that schools incorporate an approach to correcting problematic behavior by adding positive behavior interventions and supports (Tan, Vaiouli, & Ochoa, 2011).

No Child Left Behind Act (NCLB): The NCLB federal law was created with the purpose of ensuring that all students are provided with an equal education (US Department of Education, n.d.). It sought to achieve this by holding states accountable to meet minimum academic achievement standards. Additionally, it called on states to incorporate school-wide programs and or additional services that encourage an increase in the quality and amount of instructional time.

Positive Behavior Support (PBS): Dunlap, Kincaid, Horner, Knoster, and Bradshaw (2014) state that PBS can be described as a multifaceted system that generally includes an assessment of student behavior in its natural context. The framework includes reworking the environment, teaching new prosocial skills, minimizing or eliminating natural rewards for problematic behavior, and providing positive attention to prosocial behavior, especially if it is new. It places

a high value on fostering the organizational systems (communication, policy, data collection and use, time for planning, and support) that are essential to implementing effective behavior support, modifying support to meet continually changing needs, and sustaining support.

Positive Behavior Interventions and Support (PBIS): An evidence-based framework with a multi-tiered system of support, PBIS can be applied to the school in K-12 (Dunlap, Kincaid, Horner, Knoster, & Bradshaw, 2014). PBIS is also known as School-Wide Positive Behavior Support (SW-PBS), School-Wide Positive Behavior Intervention and Supports (SW-PBIS), or Behavior- Response to Intervention (B-RTI) and uses PBS on a school-wide scale ("PBIS Frequently Asked Questions," 2010; Sugai & Horner, 2009; Sugai & Simonsen, 2012).

Response to Intervention (RTI): RTI, also known as Multi-tiered Systems of Support (MTSS) is a research-based, three-tiered framework that promotes school-wide, ongoing screening for early intervention and gradually increasing, targeted interventions to support students who are at risk for school failure (Carter-Smith, 2015). RTI's main focus is on academics. It is led by a team of experts with the objective of implementing evidence-based programs with fidelity (Buffum, Mattos, & Weber, 2009). In this system, data drives all interventions.

School Climate**:** School climate refers to the general quality of experience felt by those within it (Fan et al., 2011). School climate is created by characteristics such as organizational system, instructional practices, physical environment, social relationships, values, beliefs, and the culture as a whole. Although school climate is a multi-dimensional and complex construct, three important aspects of the construct have been identified and evaluated by a majority of school climate assessments. These aspects are: (a) order, safety, and discipline,
(b) teacher-student relationship, and (c) fairness and clarity of school rules.

Literature Review

This section includes an examination of the most current and pertinent literature regarding the impact of problematic behavior in US elementary schools regarding school climate, student outcomes, and the national economy. Additionally, there is a critical comparison of the various approaches used to prevent and correct negative behavior in elementary schools, concluding with an implementation strategy for the chosen approach.

High School Dropout and Behavioral Problems

The cost of middle- and high-school dropout in the US has become a considerable national concern (Vaughn et al., 2010). The issue of high-school dropout affects society in several ways. In 2013, the average wage for those, ages 18-65, who dropped out of high school, was approximately $26,000 while the average wage for those who graduated from high school was approximately $46,000. This translates into a lifetime earning loss of approximately $680,000 for each person who did not graduate from high school (McFarland, Stark, & Cui, 2016). According to Alliance for Excellent Education (2011), if all US students who dropped out of high school in 2011 had graduated, the nation's economy would have gained approximately $154 billion more in revenue over their lifetime. During the 2014-2015 school year, Juneau's adjusted cohort graduation rate was 77.3% (Alaska Department of Education, 2015). Even a small increase in the graduation rate could potentially provide Juneau with a great deal more revenue.

In today's market, many jobs are increasingly suited to employees who are educated and able to handle complex issues, such as increasing communication and technological demands (Vaughn et al., 2010). Students who dropout of high school are poorly equipped for such a job market. Among adults age 25 and older, high-school dropouts have a higher unemployment rate

(McFarland et al., 2016). In addition, high-school dropouts reported worse health outcomes than those who have a high-school certificate and represent a disproportionate percentage of those who are incarcerated (McFarland et al., 2016). According to Chafouleas, Volpe, Gresham, and Cook (2010), high-school dropouts experience lower overall lifetime earnings and life expectancy.

Interestingly, Vaughn and colleagues (2010) reported that students do not generally drop out of school suddenly. Rather, the process of disengagement and eventual drop out appears to begin as early as kindergarten. The process begins in the early-elementary years through a phase of withdrawal that escalates between the fourth and seventh grade and culminates in student dropout by the tenth grade. Regardless of race, economic resources, and behavior, most children enter school enthusiastically, with a willingness to learn (Alexander, Entwisle, & Kabbini, 2001). Many of those children enter a downward trajectory that includes loss of school enjoyment, misbehavior, and a negative academic self-image shortly thereafter. According to Rhodes and colleagues (2018), patterns established in the early elementary years create a channel that leads to future school problems that set children up for disengagement and eventual dropout. In fact, destructive patterns are discernable as early as the first grade (Alexander et al., 2001). Starting in 1982, Alexander et al. (2001) began a life-span study of a representative sample of 729 Baltimore first-grade students that is currently ongoing. Evaluating a host of data, including yearly interviews with the students, Alexander and colleagues were able to identify that students who dropped out of high school had missed an average of 16.4 days of school in the first grade. In contrast, the students who did go on to graduate missed an average of 10.2 days of school in first grade. In addition, students themselves reported that each time they skipped or missed days, they felt less willing to go back to school. According to Alexander et al., students who work

hard, comply with school rules, are secure in their abilities, and have personal goals that match their school's goals tend to have more school success. Based on these findings, it appears that implementing a strategy to keep children engaged in elementary school could reduce the dropout rate in Juneau.

Legislation and Problematic Behavior in Schools

Schools face increased legislative pressure to provide a fair-and-equal education to all students, to prevent school disruption and violent behavior, and to ensure that schools are drug-free (Bradshaw et al., 2008; Dahir & Stone, 2012). When the US Congress reauthorized IDEA in 1997, it was responding to concerns about problematic behaviors in schools and how students with disabilities were disciplined (Turnbull et al., 2001). IDEA requires schools to conduct functional behavioral assessments (FBAs) and develop positive support plans for students with disabilities (including those with emotional disturbances) who demonstrate behaviors that obstruct their learning or the learning of others (Wagner et al., 2006; Waguespack, Vaccaro, & Continere, 2006). IDEA addresses how problematic behaviors may be disciplined and mandates that schools incorporate the use of school-wide positive interventions and support strategies. ESSA requires that each state establish a system, using specific indicators, to annually measure school performance, and requires states to create a plan for assisting for low performing schools (United States Accountability Office, 2017). ESSA also mandates that states create ambitious long-term goals that address student academic achievement.

Schools are not expected to find and practice evidence-based approaches to behavioral problems on their own. IDEA created a grant to establish a national Center for Positive Behavioral Interventions and Supports (Sugai & Simonsen, 2012). The Center disseminates information and provides technical assistance to schools regarding evidence-based techniques

that improve supports for students with behavioral disorders. The Center includes both researchers and implementers from Oregon, Kansas, Kentucky, Missouri, and South Florida as well as providers of specialized support.

Approaches Used to Correct Behavioral Problems

Effective schools learn and practice strategies that reduce behavioral disruptions, thus neutralizing or eliminating risk factors (Sugai & Horner, 2006). According to Buffum, Mattos, and Weber (2009), "behavior and academic achievement are inextricably linked" (p. 111). The higher the academic behavioral expectations are and the more supports put in place for students experiencing difficulties, whether mild or severe, the greater academic achievement will be. Schools that intercede early and successfully will set high standards, teach students specific behavioral expectations, gather information to help with decision making, and customize both school-wide and individual programs based on identified need (Buffum et al., 2009). Given the importance of reducing behavioral problems in the context of effectively improving school performance, implementing evidence-based behavior approaches may help schools become more successful. The following section examines some of these approaches.

Zero Tolerance. Zero Tolerance is one approach used by many schools to correct behavioral problems at a school-wide level (DeMitchell & Hambacher, 2016). It is a nation-wide approach meant to send the message that certain behaviors will not be tolerated. The approach grew out of the public perception that crime was drastically increasing. Congress responded to public concern by enacting the Gun Free Schools Act in 1994, which mandated that schools enforce zero tolerance of weapons by expelling students and making court referrals if they brought weapons to school or committed arson at school (Wilson, 2014). If schools did not comply with the act, they would lose federal funding. As time went by, the range of behaviors

that students were suspended or expelled for from increased to include behaviors such as fighting, insubordination, violating the dress code, and disruptive behavior.

Zero Tolerance policies and other methods of punishment are controversial and have been shown to be ineffective (DeMitchell & Hambacher, 2016; Dunlap et al., 2009). Critics of the Zero Tolerance approach assert that it pushes students of color out of schools and into jail (Wilson, 2014). According to the American Psychological Association Task Force (2008), there is no evidence that Zero Tolerance policies have made schools safer and they may impede academic success. There is a negative relationship between suspension, expulsion, and academic achievement. Although Zero Tolerance does provide a quick, across-the-board response to dangerous behavior, research has demonstrated that it often produces negative outcomes for both the student who is being disciplined and the school climate as a whole (DeMitchell & Hambacher, 2016). Adversives, or punishments, such as time-outs, verbal reprimands, extinction, response cost, over correction, and restraint, provide temporary inhibition of non-desired behaviors but do not promote long-term changes in behavior (Dunlap et al., 2009).

Restorative Justice. The Restorative Justice approach is another school-wide strategy used to correct problematic behavior (Gonzalez, 2012). Its core principles are (a) repairing the damage, (b) stakeholder involvement, and (c) reconstructing the community relationship. The focus of Restorative Justice is to reintegrate students back into the school community as productive members, rather than further ostracizing them, which may lead to resentment and recidivism. Restorative Justice attempts to create an environment in which community members take responsibility to hold each other accountable, help repair harm when it occurs, and build problem-solving skills.

In the elementary setting, Restorative Justice has been used to address crime, bullying, and other disciplinary issues. Having developed into a continuum model, its practices ranges from informal to formal. Its approach is grounded in respect, openness, empowerment, tolerance, inclusion, integrity, and congruence. The practices include restorative inquiry, small group conferences, mediation, community conferences, problem-solving circles, family conferences, and more. School staff and students learn how to be impartial, non-judgmental participants in the restorative process, and the student who demonstrated problematic behavior has a voice in the process. Restorative Justice includes both proactive and reactive conference models. Proactive conferences support teaching and learning, while reactive conferences address harm and wrong-doing. Gonzalez (2012) explains that implementation of Restorative Justice will be different in every school, depending on needs. According to Guckenburg, Hurley, Persson, Fonius, and Petrosino (2015) some Restorative Justice experts believe that Restorative Justice used with PBIS has the potential to improve school climate.

Karp and Breslin (2001) described three states' experiences while piloting restorative practices. They looked at Minnesota's 5-year plan to reduce violence through the schools and found that almost half of the school districts were using some restorative practices, and four districts were using restorative practices extensively. At the time of the study, the plan was still in progress, but the preliminary findings were significant. In the Minneapolis School District, one Montessori school saw a 27% reduction in the number of suspensions and expulsions in the first year. Two more elementary schools experienced similar reductions in disciplinary actions. After two years, one elementary school saw the number of reports of violence reduced by half. Two high schools in Minneapolis also experienced dramatic reductions in disciplinary actions.

Song and Swearer (2016) reported that Restorative Justice has produced a range of 40% to 90% fewer suspensions as well as gains in school performance, learning, and climate variables.

Even though Restorative Justice has shown impressive reductions in violence and disciplinary actions, it has some important limitations (Gonzalez, 2012). Educators in the US disagree about (a) how much to rely on the manual, (b) the degree of Restorative Justice implementation that should be in the school, and (c) the degree that Restorative Justice addresses the racial-equity issue (Song & Swearer, 2016). The definition of Restorative Justice remains ambiguous. Song and Swearer (2016) explain that even though Restorative Justice is becoming popular, research is lagging behind. Successful implementation of Restorative Justice practices seems to be tied to other school-wide strategies. Additionally, Restorative Justice places a financial burden on schools because a Restorative Justice coordinator is needed to implement the models, which Gonzales says takes three to five years. Because community-based relationship building and participation are paramount to the success of Restorative Justice, it is critical that a community meeting with town members and parents take place to ensure that the program is a good fit (Teasley, 2014). Additionally, although Restorative Justice experts note that measurement tools are needed, they report that there are limited measurement tools (Guckenburg et al., 2015). Guckenburg and colleagues (2015) report that it is challenging to sustain Restorative Justice. Most importantly, even though Restorative Justice is becoming popular, and some preliminary findings demonstrate that Restorative Justice practices can have a positive impact on school communities, it remains understudied (Ortega, Lyubansky, Nettles, & Espelage, 2016; Song & Swearer, 2016). As Teasley (2014) reported, there is limited research on the use of Restorative Justice programs in the school setting.

Social Emotional Learning. Social Emotional Learning (SEL) is another approach used to address problematic behavior. SEL teaches students the competencies (knowledge, attitudes, and skills) they need to succeed both in school and in their future careers (Dusenbury & Weissberg, 2017). These competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. There are over 35 separate SEL programs that have been developed (CASAL Guide, 2013). Effective SEL programs use evidence-based, classroom curriculum to teach skills and how to incorporate these skills throughout the day across various settings (Weissberg & Cascarino, 2013; Whitcomb & Merrell, 2011). A meta-analysis that included 213 rigorous studies with 270,000 students demonstrated that students who received SEL training had an 11 percentile-point gain in academic achievement over students who did not (Dusenbury & Weissberg, 2017). Similar results were found in the areas of conduct and behavior, positive social behavior, and emotional distress. It appears that high-quality, well-implemented SEL can benefit students in several academic, social, and emotional ways (Weissberg & Cascarino, 2013).

Unfortunately, establishing and maintaining quality SEL programs in schools has been restricted by many barriers in the educational system (Stoiber, 2011). First, educators currently face high-stakes academic assessments that generally ignore SEL learning targets. Second, there is a greater variability of SEL implementation compared to academic implementation because of the allocation of resources. It can be difficult to implement SEL programs in schools that have chaotic climates or lack the resources to follow through on procedures needed to effectively deliver SEL interventions. Third, it is difficult to determine the effectiveness of SEL programs because of the limited tools available for educators to evaluate students' social-emotional growth (McKown & Taylor, 2018). This is a considerable problem because without good evaluation

tools, it is difficult for teachers to determine the most effective program to teach. Also, it is difficult for principals to make data-driven decisions about which programs are the best investments. Additionally, lack of collected data makes it difficult for policy-makers (and constituents) to decide the best policies to help children social-emotional goals. Without tools to evaluate the SEL variables, it is hard to determine effectiveness. Fourth, the average start-up cost per school for 4 hours of SEL training for 12 teachers and the required materials for those teachers' classes is $5,696.58 (Hunter, DiPerna, Crandall Hart, & Crowley, 2018).

Although high-quality, well-implemented SEL programs may positively affect student behavior and school climate (Weissberg & Cascarino, 2013), Dusenbury and Weissberg (2017) assert that establishing school-wide organizational structures and policies may more effectively promote SEL within the school. Cook et al. (2015) propose that integrating SEL with PBIS may be a more effective approach than SEL on its own. Dusenbury and Weissberg explained that SEL and school climate are indistinguishably linked and are mutually reinforcing. In other words, a positive school climate supports and reinforces SEL, and when students have strong social-emotional skills, they positively impact school climate.

Cook et al. (2015) conducted a quasi-randomized control study to evaluate the effects of PBIS and SEL—by themselves and when they are combined—on reducing students internalizing and externalizing mental health behaviors. Two large elementary schools located in the Southeastern Region of the United States were selected for the study. The schools had never used either PBIS or SEL in the past and both schools served a high population of economically disadvantaged students. Principals in the selected schools worked together to select classes where there was a need for increased orderliness and improved social, emotional, and behavioral skills. The principals chose the 4th and 5th grade classes for the interventions. In each school,

PBIS was implemented in two classes, The Strong Kids SEL curriculum was implemented in two classes, a combination of PBIS and SEL was implemented in two classes, and a business-as-usual (BAU) approach was used in two classes. At total of 191 students participated in the study. The Student Internalizing Behavior Screener (SIBS) and the Student Externalizing Behavior Screener (SEBS) were used before any interventions were implemented and again after the interventions had been implemented. Results from a one-way ANOVA, using the change between pre and post scores, showed that both the PBIS classes ($t = 4.15$, $p < .001$, CI [.63, 1.13] and SEL ($t = 3.44$, $p < .001$ CI [.43, 1.42]) classes out-performed the BAU classes in reducing externalizing behaviors. The combination PBIS/SEL class out-performed both the PBIS classes ($t = 2.75$, $p < .007$ CI [.14, 1.01]) and the SEL classes ($t = 2.71$, $p < .008$ CI [.12, 1.02]). The PBIS/SEL classes also outperformed the BAU classes ($t = 3.54$, $p < .001$, CI [.38, 1.07]) and the PBIS classes ($t = 3.12$, $p < .002$, CI [.27, .99]) in reducing internalizing behaviors. These results support previous research showing that both SEL and PBIS have a positive effect on externalizing behavior as stand-alone approaches. Moreover, the study offered promising support that integrating SEL and PBIS may increase effects further. An important note is that implementing SEL does not negate the implementation of PBIS and appears to benefit from it.

Positive Behavior Interventions and Supports. Like MTSS (RTI), PBIS is a problem-solving, multi-tiered framework intended to provide a continuum of evidence-based instructions and interventions that accommodate student needs, including behavioral needs (Buffumet al., 2009; Sandomierski, Kincaid, & Algozzine, 2007). Sugai and Horner (2006) introduced the school-wide form of Positive Behavior Support (PBS) known as School-wide Positive Behavior Support (PBIS). The authors asserted that PBS tenets could be applied in the whole school context to prevent, as well as change, patterns of problematic behavior. PBIS is a non-curricular

(it does not follow any specific curriculum) framework, that was developed using behavioral, social learning, and organizational principles aimed at changing staff behavior in order promote positive behaviors in students (Bradshaw & Pas, 2011). It incorporates cognitive, social, developmental, biophysical, and environmental psychology (Dunlap et al., 2009). PBIS is rooted in Applied Behavior Analysis (ABA) which studies the relationship between surrounding antecedents and consequences of behavior (Singer & Wang, 2009). ABA theorizes that by changing the environment and consequences, behavior can be predicted and controlled. PBIS attempts to alter the school climate by creating improved systems and procedures (Bradshaw & Pas, 2011). The targeted systems include discipline, reinforcement, and data collection, while the targeted procedures include office referrals, training, and leadership.

PBIS has been accepted as an evidence-based approach for use in schools because of the large body of acceptable scholarship supporting it (Horner et al., 2010). Between the years of 1990 and 2005, Crimmins, Farrell, Smith, and Bailey (2007), found over 600 peer reviewed social science and educational journal articles that included references to PBS. Crimmins and colleagues assert that this testifies to the effectiveness and growth of PBS for both individual and schoolwide efforts. As greater evidence of the PBS approach's effectiveness materializes--especially the universal element known as PBIS (Bradshaw & Pas, 2011), it is assumed more schools will turn to PBIS to address student academic and behavioral problems (Miramontes, Marchant, Heath, & Fischer, 2011). Currently, over 18,000 schools across the United States have implemented PBIS (McCurdy et al., 2016). Research has demonstrated that the PBIS framework, when monitored and implemented with fidelity, is correlated with improved behavior, school climate, organizational health, bullying behavior and victimization, and

academic achievement (Sugai & Simonsen, 2012; Bradshaw, Debnam, & Koth, 2009; Bradshaw & Pas, 2011).

Although PBIS is a comprehensive, evidence-based approach to preventing and correcting problematic behavior, it is not without its drawbacks. For example, according to Simonsen et al. (2008), at least an 80% belief that the outcome outweighs the effort it takes to implement the framework (buy-in) is required from school staff before even attempting the implementation. McIntosh et al (2013) emphasize that the need for the implementation must be a high priority at all levels. Also, research shows that the start-up cost ranges from $5,400 to $10,400 per school (Swain-Bradway et al., 2017). However, Swain-Bradway et al. (2017), assert that for each dollar spent on PBIS implementation, $104.90 is saved in a fiscal year. Swain-Bradway et al. performed a cost to benefit analysis of implementing PBIS to reduce school suspensions. Swain-Bradway and colleagues used previous research showing that each person who drops out of school has a social cost of $527,695, and that reducing suspensions by 1% would produce $691 in fiscal benefits. In a study of PBIS implementation in a rural elementary school with 523 students, Curtis, Van Home, Robertson, and Karvonen (2010) saw a 56.5% reduction in school days lost due to in-school or out-of-school suspensions. Another challenge is the significant amount of additional work that is required by the PBIS leadership team and school staff who will implement it (McIntosh et al., 2013). Even though PBIS reduces problematic behavior, it cannot guarantee academic improvements (Bradshaw et al., 2009). In a study to compare outcomes of PBIS in real-world conditions, Bradshaw and colleagues (2009) selected 37 Maryland public elementary schools that were matched according to baseline demographics. They created two groups. The first group was provided PBIS training and the other group did not implement PBIS. The School-Wide Evaluation Tool (SET), a fidelity

measurement tool, was used to ensure fidelity of implementation in PBIS schools. Brashaw et al., found that schools trained in PBIS had significant reductions in minor office discipline referrals (ODR)s , major ODRs, and suspensions. Although schools trained in PBIS did not demonstrate statistically significant academic improvements, they did show upward trends.

Another concern expressed by some researchers is the socio-cultural sensitivity of PBIS (Wilson, 2015). Although the whole school should be included in creating the school's desired character qualities, Wilson (2015) asserts that PBIS follows a top-down approach. This means that school administrators select both the desired qualities, and the specific behaviors that may not be in harmony with these qualities, and may not accurately reflect school culture, causing behaviors that may be considered normal in the minority culture to be classified as maladjusted to educators. Wilson points out that the data collected through Office Discipline referrals only tracks maladaptive behaviors. PBIS does not attempt to track growth in positive behaviors. Wilson proposed PBIS could mitigate concerns by (a) helping schools' staff and administrators recognize cultural differences that may exist between themselves and the student body, and finding culturally appropriate pro-social behaviors to identify as school-wide characteristics, (b) teach students to recognize and accept their suffering through positive coping skills through an acceptance-based model and (c) teach mindfulness-based to help students cope with their suffering.

Summary of the Approaches

The literature examined in this project reviewed four common approaches used to address problematic behavior in elementary schools: Zero Tolerance (ZT), Restorative Justice (RJ), Social Emotional Learning (SEL), and Positive Behavioral Interventions and Support (PBIS).

Using the following criteria, I have compared the strengths and weaknesses of each approach. The questions posed for each approach are summarized below:

Is it effective? Does it accomplish what it sets out to do?

Is it efficient? Does it require a reasonable amount of staff time and effort?

Is it fair? Does it benefit the entire school population?

What is the cost? Does it produce more benefit than cost?

Is there supporting evidence? Where is the approach on the evidence-based spectrum?

Table 2

Visual Summary of My Evaluation (assuming each system is implemented with fidelity)

Criteria	ZT	RJ	SEL	PBIS
Effectiveness	No	Promising	Variable	Yes
Efficiency	Yes	No	Yes	Yes
Fairness	No	Yes	Yes	Yes
Cost	None	High	Variable	High
Evidence-based	Weak	Promising	Strong	Strong

Note: ZT = Zero Tolerance; RJ = Restorative Justice; SEL = Social Emotional Learning; PBIS = Positive Behavioral Interventions and Support

Zero Tolerance: Effectiveness is a problem because there is no evidence that it improves behavior and some evidence that it has the opposite effect. In addition, it increases missed class-time, which increases the risk of school failure and high-school dropout. Even though it is efficient, and the cost is low for schools, research shows that minority students are affected disproportionately.

Restorative Justice: Effectiveness is promising; however, the system implementation needs to be standardized and studied more before it can be considered evidence-based. Part of the larger problem is that its practices are not always applied the same way. The number of required coordinated conferences involved in RJ demands a great deal of time and energy by staff, family, and community. Each school using RJ must hire a full-time coordinator for a minimum of three years, resulting in a high cost.

Social Emotional Learning: Effectiveness depends on which of the curriculum modules and how well they are taught. SEL may be more effective when paired with PBIS. Also, school districts do not typically have SEL standards in place for evaluating improvements in social-emotional learning yet. The efficiency is variable for SEL, as it has subject matter to be taught from a few weeks to all year, it may take extra preparation time for staff, and decrease the time for academic studies. An average cost of SEL was not found. SEL is a one-size-fits-all approach and is unable to be individualized for students with higher needs.

PBIS: Effectiveness at reducing ODRs, suspensions, and expulsions, and improving academic success has been demonstrated repeatedly. PBIS outcomes are easily measured and it is able to reach the entire school population. It is able to incorporate any evidence-based strategy, including acceptance-based and mindfulness-based strategies to honor minority cultures. It has been researched in real-life situations and has demonstrated that it can be implemented and sustained, indicating efficiency. Although the initial cost to implement PBIS is high, there is research to support that its benefits far outweigh the costs.

After reviewing all the approaches to problematic behaviors, the best starting place to address problematic behavior appears to be the PBIS framework because of the vast research

supporting its effectiveness, the tools PBIS provides to ensure efficiency, and the cost-analysis demonstrating that is benefits outweigh its cost. This does not negate the use of Restorative Justice or SEL since both have been shown to be compatible with PBIS.

Juneau School District Goals

Juneau School District (JSD) goals reflect federal requirements. Goal one states that student achievement will increase, so that 95% of JSD students will graduate within 5 years (Juneau School District, 2018). JSD's second goal is for all schools to implement and maintain system-wide structures that support achievement, inclusion, and citizenship for all students. One way the district will measure this goal is that all schools, grade K-8, will have incorporated character, ethics, and decision-making into its curriculum and activities by 2020. JSD's proposed strategies include providing opportunities for student engagement with the school and to support students' social-emotional growth. Also, the District seeks to maintain a comprehensive system that enables the collection of a range of data about student learning and school effectiveness and will use the results to guide instruction. It seems clear that if JSD is going to move toward its goals effectively, it must integrate some sort of measurable, school-wide approach to preventing and/or correcting problematic behavior.

Implementation of PBIS

Core Features of PBIS. PBS has shown the potential to maximize academic outcomes by positively supporting the teaching and the learning environment and to formalize the classroom and school settings to create a positive school culture by defining and teaching behavior expectations in each setting (Sugai & Horner, 2009). If these two things happen, a social culture in which students, teachers, other school faculty, as well as the community in general, develop a common, positive language with improved means of communication. PBIS is

a framework intended to optimize academic outcomes by incorporating several characteristics into the school setting. These characteristics are (a) prevention, (b) instructional focus, (c) incorporation of evidence-based behavioral practices, (d) adoption of a systems perspective, and (e) the collection of and use of data to drive decisions.

Prevention. Prevention stresses the importance of establishing a set of behavior support interventions and systems designed specifically to (a) prevent development of new negative behaviors, (b) prevent triggering the occurrence of current problematic behaviors, and (c) prevent the increase and the intensity of current problematic behaviors (Sugai & Horner, 2009). The prevention piece is typically arranged into a three-tiered structure--a primary tier with behavior support that spans the entire school setting, a secondary tier that is directed at students who do not respond to school-wide support and require more intensive supports, and a tertiary tier that offers specialized individual-behavior plans for students who have not responded to tier one or two.

Instructional focus. The second characteristic of PBIS, instructional focus, addresses the issue of identifying and teaching behavioral expectations (Sugai & Horner, 2009). At the primary tier (PT) a common language is developed throughout the school, with families, and with the community, using a small number of character qualities (behavior expectations), such as kindness, responsibility, and safety as a focal point. These qualities are defined within each area of the school setting. Students are then taught specific social behaviors for those areas. At the secondary tier (ST), the focus is gaining fluency in the desired social behaviors through small-group practice and discussion. Students receive more direct and frequent teaching at this tier. The focus of tertiary tier is individual instruction, using information about triggers and

maintaining factors to build coping mechanisms and social skills that can compete with and eventually replace problematic behaviors.

Use of evidence-based interventions. PBIS places a high priority on selecting, adopting, and using evidence-based interventions (Simonsen, Sugai, & Negron, 2008). Although it is understood that interventions must be tailored to the students who will experience them and the adults who will implement them, PBIS stresses the importance of starting with interventions that have been researched and/or tested through experimental or quasi-experimental studies (Sugai & Horner, 2009). These practices should include a variety of interventions for acknowledging and rewarding pro-social behaviors as well as establishing consequences for non-desired behaviors.

Adoption of a systems perspective. It is important for stakeholders to understand that behavior of the individual is directly related to interactions within the system itself. A core principle of PBIS is the adoption of a systems perspective when selecting and implementing behavioral interventions (Simonsen, Sugai, & Negron, 2008). To successfully implement the system-wide approach, stakeholders must (a) create fluency of skills and ability, (b) make majority-based agreements and commitments, (c) employ the framework willingly, (d) insure a high-fidelity of continual implementation, and (e) evaluate the outcomes for students and the system itself continually.

Data-driven decisions. PBIS uses data to make informed decisions (Sugai & Horner, 2009). Data is regularly collected to determine if the defined interventions are being used, and if they are having the desired effect on the students who are receiving them. Also, a team of administrators, teachers, support staff, and other stakeholders evaluate the collected data to improve the behavior supports within the school setting.

School Counselor's Role in PBIS. According to the American School Counselor Association (ASCA), school counselors should strive to meet not only student competencies but also program goals (ASCA, 2012). According to Sink (2005), school counselors are obligated to implement a comprehensive counseling program that works toward improving the school and class climates, which should lead to improved student social and academic success (Sink, 2005). To accomplish this, school counselors must seek out rigorously proven interventions that meet the needs of the population they serve and collaborate with other helping professionals to deliver public services effectively and efficiently in accordance with their mission.

The PBIS program provides school counselors an opportunity to reach a large number of students and to encourage a safer environment for learning (Curtis et al., 2010). School counselors are uniquely qualified to head up implementation of PBIS because of their training in leadership, consultation, advocacy, and collaboration (Betters-Bubon, Donahue, 2016). Generally, school counselors are the first mental-health professional that students encounter, as the counselor operates within the school-wide educational support system. As mentioned before, it is a responsibility of school counselors to promote a comprehensive, school-wide counseling program that will support student success. In addition, the previously discussed approaches to behavioral issues appear to be either less effective than PBIS or are compatible with or complemented by PBIS. For these reasons, it is advisable for school counselors to evaluate the PBIS model and consider its implementation as part of a comprehensive counseling program in their school.

Primary-Tier Interventions of PBIS. The Primary-tier (PT) interventions of PBIS is geared toward the school community as a whole with the purpose of improving school outcomes by implementing evidence-based interventions in all settings to all students (Simonsen, Sugai, &

Negron, 2008; Sugai & Horner, 2009). The PT has four key features (Simonsen et al., 2008). These features are identifying meaningful outcomes, establishing and investing in schoolwide systems, selecting and implementing practices, and collecting and using data to make decisions. Each feature is described below.

Identifying meaningful outcomes. Before schools attempt to implement PBIS, a leadership team needs to identify what they hope to achieve by creating a purpose statement that lines up with their district improvement plan priorities (Simonsen et al., 2008). They should also survey data such as discipline referrals, number of suspensions and expulsions, state test scores, number of students referred for special education, and any other pertinent data to find areas that need strengthening. Next, they create specific, observable, measurable, and achievable annual outcomes. These outcomes will be used to measure intervention success. Once a purpose statement and outcomes have been created, staff can begin the process of establishing school-wide systems.

Establishing and investing in school-wide systems. Several actions need to take place to establish and invest in school-wide systems (Simonsen et al., 2008). At the beginning, it is important to form and maintain a leadership team (Colvin & Fernandez, 2000; Simonsen et al., 2008). The leadership team takes on the responsibility and authority to organize and coordinate implementation of PBIS techniques and practices (Sugai & Horner, 2009). Effective leadership teams are made up of positive members with strong social influence, and include administration, certified faculty, mental health services (school counselor, school psychologist, school social worker, etc.), support staff (paraprofessional, office staff, janitor, etc.), and family members (Simonsen et al., 2008). To decrease burnout and increase staff opportunity to become significant players in PBIS, team membership should change from year to year (Sugai & Horner,

2009). Colvin and Fernandez (2000) assert that continued clarification of faculty roles and expectations is crucial to sustaining the PBIS model.

Next, the team selects a coach, who is responsible for keeping the team on track by ensuring that it is adhering to PBIS principles, such as following a data-driven action plan, meeting regularly, remaining true to the training they receive. Although any member of the team may be the coach, it is wise for the team to select a coach who is influential in the group and can support the group through use of positive reminders rather than negative punishers.

Once the leadership team has been selected, need for the model must be established and sustained. Staff "buy in" is imperative. Researchers have stated that for PBIS to be successful, a minimum of 80% of school staff must be in support of the framework (McIntosh et al., 2013). Support for PBIS is often documented through a staff vote (Simonsen et al., 2008).

At this point, schools should make sure they have an efficient system to handle the data (Simonsen et al., 2008). It is important that data is easy to enter, access, and utilize for decision making. Sometimes it is necessary to revise the current office discipline referral (ODR) or create another type of tracking sheet. At minimum, the tracking sheet must include information about who violated the rule, who observed and managed the violation, when and where the violation occurred, who else was involved in the situation, possible motivation for the violation, and which school-wide expectation was violated (Sugai & Horner, 2009).

Finally, the leadership team needs to register for PBIS training (Simonsen et al., 2008). McIntosh and colleagues (2013) explain that continual access to external program coaches and professional development is imperative to sustainability. Training opportunities are offered by most states, and training information is also provided on the website of the Office of Special Education Program's National Technical Assistance Center on Positive Behavior Interventions

Supports (http://pbis.org). The PBIS website also offers ongoing consultation. After every training activity, the leadership team needs to disperse the information to all stakeholders. McIntosh et al. (2013) explain that continual access to external program coaches and professional development is imperative to sustainability. The planning and training process usually takes about a year (Simonsen et al., 2008). Typically, the leadership team is ready to begin the implementation process by the second year. Using a short, readiness checklist may help the leadership team decide if it is ready to move on to the implementation process.

Selecting and implementing practices. Once the team has decided to begin the implementation process, it is ready to implement the interventions. This takes place in several steps. First, the entire school community, including students, identifies a set of school-wide behavioral expectations (Simonsen et al., 2008; Sugai & Horner, 2009). Expectations should be kept to a minimum, no more than five are necessary. They should be broad enough to include most behaviors, but they should not overlap (Simonsen et al., 200). Expectations need to be positively stated in a clear and concise manner. They should focus on all students and staff, and should address all school settings (i.e. cafeteria, classrooms, hallway, playground, bathrooms, and buses). Expectations should also be contextually and culturally appropriate and should highlight support for academic and behavioral outcomes. One example of behavioral expectations is "Be safe, be respectful, be responsible." The selected behavioral expectations should be displayed all throughout the school, via posters or some other visual display.

Second, after the expectations have been selected, the PBIS leadership team clearly describes what the expectations look like in all settings and routines (Simonsen et al., 2008). Many times, this is done using a matrix format, where expectations are written as row headers and settings (i.e. classroom, gym, playground, etc.) are written as column headers. The team

should describe what the desired behavior looks like for each expectation in each setting. For example, "Be safe" on the playground looks like keeping hands, feet, and objects to self, but "Be safe" in the hall looks like keeping hands, feet, and objects to self, and walking.

Third, the leadership team creates lesson plans that allow school staff to teach expectations in each setting and routine (Simonsen et al., 2008). These lesson plans should follow a format that is unvarying. The format should: (a) state the expectation, (b) provide students with a description of what the behavior looks like in the routine/setting, (c) model the expectation, (d) provide an activity that allows students to practice the expectation in the routine/setting, and (e) evaluate if the students have developed and are fluent in the expectation. To promote consistency, the leadership team should provide scripted lessons to the staff.

Fourth, the leadership team develops a plan to increase active supervision in both classroom and non-classroom settings (Simonsen et al., 2008). While observing, staff should move randomly around the setting so that students have the sense they are always being supervised. Staff should scan the setting and regularly interact with students continually, and they should provide specific praise for demonstrating desired behaviors or specific error corrections, depending on student behavior.

Fifth, the leadership team establishes a consistent mechanism for rewarding students when positive behaviors are observed (Sugai & Horner, 2009). At the very minimum, the leadership team should ensure that staff is providing frequent and specific praise when students demonstrate pro-social skills (Simonsen et al., 2008). Many schools design systems so that students can earn positive-behavior tickets that can be turned in for a lottery, or cashed in at the school store. The point of these activities is to "catch the students" demonstrating the skills.

Sixth, the leadership team emphasizes the necessity of a mechanism to correct violation of rules (Sugai & Horner, 2009). Correction of misbehavior in the PBIS framework is based on a continuum of procedures. Schools implementing PBIS should, as part of this continuum, explain violations in clear, observable terms. The leadership team ensures that the first time a student demonstrates a behavior error, staff provides a brief correction that directs the student back to the appropriate behavior (Simonsen et al., 2008). For example: "I saw running in the hall. I would like to see walking in the hall." The second time a behavior error occurs, the staff re-teaches the desired behavior. The leadership team should ensure that staff understands the importance of teaching social skills just like they would teach academic skills, by providing feedback and instruction, as necessary.

Seventh, the PBIS team creates a system that reinforces staff for their efforts as well (Simonsen et al., 2008). In the PBIS model, staff is expected to demonstrate behavior such as teach PBIS lesson plans, offer a specified number of specific praises, or provide positive-behavior tickets. Participating staff should receive social recognition, at the minimum. Many schools create more elaborate reinforcement systems, allowing staff to earn a variety of prizes.

Finally, after the practices are developed, the PBIS team creates a "how, what, where, and when" plan. This plan describes how the interventions will be introduced, where expectations will be displayed, when social skill lessons will be taught, when the reinforcement system will be implemented, how the reinforcement system will be implemented, and other similar aspects of the plan. To support consistency, the action plan should be documented, dispersed, and explained to all staff.

Collecting and using data to make decisions. Data collection is essential for successful PBIS implementation (Sugai & Horner, 2009). According to Sugai and Horner (2009), every

decision in the PBIS framework is preceded by the question "What does the data suggest/indicate?" While establishing and sustaining PT interventions, the leadership team uses data to identify problem areas, provide a foundation for decision making and planning, and evaluate progress (Colvin & Fernandez, 2000). Overall, trends in numbers of referrals, classes of problematic behaviors, and trends for individual students should be collected and analyzed. The office discipline referral (ODR) is the most commonly utilized outcome measure for evaluating the impact of PBIS because of how easy it is use and how practical it is for making a wide range of decisions (Colvin & Fernandez, 2000; Upretti, Liaupsin, & Koonce, 2010). Data collection procedures should be (a) integrated into the school routines, (b) regularly accessed and evaluated by the leadership team, and (c) regularly delivered to school staff (Sugai & Horner, 2009). The PBIS Apps Website (2018) offers a number of sample office referral forms that can be adapted to meet most school's data collection and reporting requirements. Once a month, the PBIS leadership team should review the collected data to identify trends. Successes should be celebrated in the school and shared with the community (Simonsen et al., 2008).

Secondary-tier interventions of PBIS. Secondary-Tier (ST) interventions are aimed at supporting the approximately 15% to 30% of students who are not responding to PT interventions and are at risk of, but not currently involved in, severe problematic behavior (Hawken, Adolphson, Macleod, & Schumann, 2009; Sugai & Horner, 2009). Secondary interventions are more intensive, requiring more efficiency in terms of time, effort, and resources. That is because they are implemented more frequently to smaller groups of students (Hawken et al., 2009; Sugai & Horner, 2009). Typically, a team of adults who have closer and continual contact with the students implement the evidence-based strategies (Sugai & Horner, 2009). The team consists of adults who have more training in behavior management and have

the skills to support students with problematic behaviors, such as school psychologists, school counselors, special-educations teachers, occupational therapists, and speech therapists. ST interventions are frequently implemented with the support of mental-health staff, such as the school psychologist or school counselor and/or a paraprofessional so the responsibility of implementation does not reside solely on the teacher (Hawken et al., 2009).

Although there are differences in how they are implemented, ST strategies contain several consistencies (Sugai & Horner, 2009). First, a primary PBIS team guides the strategies, with other possible members, depending on individual student needs. The PBIS team coordinates who will implement strategies, when the strategies will be implemented, where they will be implemented, and how they will be implemented. Second, the primary PBIS team members meet monthly to screen data for students who need more support. Third, students who are receiving secondary support continue to receive the same primary supports. Fourth, the leadership team sets up a system of regular communication between students, teachers, parents, staff, and administration (Sugai & Horner, 2009). Students are provided the opportunity, through teacher evaluation or self-evaluation, to evaluate their behavior against the school-wide expectations once or twice a day. Parents are invited to partner in the process, and parental commitment to interventions is encouraged. Parents are given regular (daily/weekly) feedback about progress. Fifth, all staff employ a range of positive reinforcement techniques and procedures to provide regular positive feedback (Sugai & Horner, 2009). Students can monitor their progress through the use of tools such as cards or posters that usually contain token economies, praise, activity rewards, other hands on rewards, and access to positive peer time. Finally, the PBIS team makes data-driven decisions on a regular and frequent basis to adjust for individual student needs (Sugai & Horner, 2009). Adjustments may include decreasing the

difficulty of desired tasks, increasing the number of successes before an intrinsic reward is gained, or making the decision that the student requires tertiary support.

Check-and-connect, a secondary-tier intervention. Check and Connect links identified students with a staff member who will serve as a monitor. The goal of Check and Connect is to improve student engagement and, ultimately, to decrease student absences and drop out rates (Hawken et al., 2009). There are two levels of program implementation. At the basic level, students check in with monitoring staff at least once a month. Topics such as school-related problems and problem-solving techniques are discussed, as well as the importance of staying in school. At this level, the monitor uses interventions such as behavioral contracting, tutoring, and school-based or community activities to support students. At the more intensive level, monitors check in with the student more frequently and utilize more individualized techniques.

Check-in, check-out, a secondary-tier intervention. Check-in, Check-out (CICO) is like the previously described intervention, Check and Connect, in that students identified as needing more support meet every day with an adult coordinator. CICO is different from Check and Connect in that the coordinator, usually a paraprofessional, spends significantly more time with students. Usually, the coordinator spends about 10-15 hours a week implementing the program (Hawkens et al., 2009). The CICO program includes daily check-ins, one in the morning and one in the afternoon before the student leaves for the day. During the morning check-in, the CICO coordinator asks the student if he/she has all of the equipment necessary for the day and provides a daily progress report (DPR), a form that lists behavioral expectations and has a place for teachers to rank how well the student meets expectations. Throughout the day, teachers rank student behavior after natural breaks in the day, providing feedback and an evaluation. At the end of the day, the student checks back in with the CICO. Based on the student's score, the

CICO coordinator provides encouragement, praise, and/or an extrinsic reward. As part of the process, the student takes the DPR home for parental signatures each day, and parents/guardians are given weekly or biweekly updates on progress.

Social skills training. This ST intervention called Social Skills Training (SST) is also known as Social Skills Club. Usually, SST is applied to a small group of students (Hawken et al., 2009). Students in the group are taught skills to address specific behavioral problems. Prosocial behavior is modeled within the group. Then, group members get the opportunity to practice their new skills. Members are provided frequent feedback.

First steps to success. First Steps to Success (FSS) is a ST intended for kindergarteners who have been identified as high risk for developing antisocial behaviors (Hawken et al., 2009). There are three features that make up FSS. First, FSS includes a school-wide identification screening when students who are at risk for developing more severe problematic behaviors are identified. Second, FSS includes instructional intervention of pro-social behaviors for identified students. Third, parents of qualified students are supported through a training technique referred to as Home-Base. This program is supported by a consultant (school counselor, school psychologist, or behavior specialist) who established and coordinates home and school components (Hawken et al., 2009). The school component includes providing identified students with frequent feedback, using a system of red card/green cards. Targeted students are able to earn rewards for their class when their set goals are achieved. Initially, the consultant provides direct feedback to the student in the classroom. As a student requires less rigorous feedback, the consultant relinquishes his or her one-on-one feedback role to the teachers (Hawken et al., 2009). Once the school component has been developed, the consultant begins the 6-week Home-Base

component (Hawken et al., 2009), where the consultant meets with identified students' parents once a week to discuss specific topics.

Mentoring. The ST intervention of mentoring connects students who are at risk for academic failure or behavioral problems with a successful peer or a community adult so the student can observe prosocial behaviors (Hawken et al., 2009). Mentoring programs have been reported by researchers to be effective interventions. Big Brothers Big Sisters of America is the largest formal mentoring program but over 4,000 other mentoring programs are operating in the US. Although features of mentoring programs may vary, key features should include the following: (a) screening to match students with an appropriate mentor, (b) mentor training on the purpose and goals of the program, and (c) an expectation for long-term commitment to the student by the mentor.

Tertiary-Tier of Interventions. Approximately 5% of students who do not respond to either primary or secondary interventions may require a more specialized approach. Tertiary-tier (TT) interventions are personalized to an individual student's needs (Sartz, 2012: Sugai & Horner, 2009). The TT interventions are team driven and function based. In other words, the team carefully considers what purpose the behavior serves. To determine the function of the particular behavior, the team must explore environmental conditions surrounding the behavior, the situation that occurs just before the behavior (antecedent), and the maintaining consequences of the behavior. This procedure occurs through the process of a Functional Behavior Assessment (FBA). The FBA takes place in a series of steps that include gathering data, defining the behavior in objective terms, and creating a hypothesis about the function of the behavior. An FBA will help the team create a Behavior Intervention Plan (BIP) that is uniquely targeted to address specific behaviors. An effective BIP includes (a) short-term prevention strategies and

long-term accommodations, (b) plans to manage behavior, (c) replacement behaviors, (d) a method of evaluating the BIP, and (e) a means of maintaining acceptable change. While constructing the BIP, it is important to keep in mind the resources required to implement and test strategies.

Barriers to Sustaining PBIS

McIntosh, Horner, & Sugai (2009) explain that sustainability must be considered from the outset of PBIS implementation. They explain that taking the resources to implement practices without the goal of sustaining them is costly in several ways. Repeatedly implementing new practices without sustainable change not only costs schools the money to purchase materials and provide teacher trainings but also costs in terms of the time and effort it takes to learn a new practice, and potential resistance from staff to try "another new practice". McIntosh and colleagues explain that any system that produces short-term benefits may be able to produce long-term benefits as well. Whereas implementing any new practice in schools can be a challenge, sustaining the practice is much more difficult. In fact, sustaining practices appears to be the exception instead of the rule. Because of this, it is important to be aware of those things that impede continued practice.

One barrier to sustaining PBIS is a change in context. At the beginning of implementing a new practice, the implementing team needs to match the context with the school make-up, such as practice, skills, resources, and values (McIntosh et al., 2009). Ensuring that school goals and philosophies are aligned with new interventions are crucial to sustainability (Pinkelman McIntosh, Rasplica, Berg, & Strickland-Cohen, 2015). If the desired outcomes, or needs, of the school change, the practice may no longer work for the school (McIntosh et al., 2009). This can occur when priorities of the district, state, or nation change. Budget cuts and legislative

mandates can limit or change the time and resources required to sustain a practice. Gaining support at the state and district level, through education and advocacy, helps to protect against change in context (McIntosh et al., 2013).

Another barrier to long-term implementation is a change in capacity (McIntosh et al., 2009). Changes in capacity occur when schools lose the ability to continue a practice because they no longer have the staff, systems, or resources to maintain the practice. Lack of training and professional development have identified as an obstacle for sustained evidence-based practice (Pinkelman et al., 2015). For instance, if the teachers who have the skills and knowledge for implementation are promoted or move away for some reason, and the program loses its support, capacity to continue the practice may occur. Schools can overcome this barrier by ensuring that they are thoroughly trained in PBIS implementation and by gaining the support of stakeholders (McIntosh et al., 2013).

A third barrier to PBIS implementation and sustainability is a lack of positive outcomes. If the school staff is not implementing the practice with fidelity, PBIS will be less effective, thereby no longer producing the stakeholders' desired outcomes. When this happens, it becomes difficult to sustain the practice, even if the framework itself continues to be effective (McIntosh et al., 2009). When the framework does not affect the desired outcome it leads to the perception that the practice is no longer necessary. Pinkelman et al. (2015) report that consistent and efficient teaming (meetings between specific groups of people) is highly important when attempting to sustain PBIS. In addition, schools are able measure implementation fidelity using tools that are easily found at the PBIS website (http://www.pbisapps.org).

Sustainability Model for PBIS

McIntosh et al. (2009) designed a model that encourages continual and faithful use of the PBIS framework. McIntosh et al. stated that there are three mechanisms by which variables set within the school context interact and affect sustainability: (a) school faculty establishes targeted outcomes, (b) methods of achieving the targeted outcomes are pinpointed and accepted by faculty, and (c) essential components of the accepted practices are implemented with fidelity.

Fidelity is highly important to the mechanism of sustained change because practices implemented with fidelity are more likely to bring about the desired outcomes. *Fidelity* is defined as the accurate and consistent implementation of the critical PBIS features required to sustain PBIS effectively (McIntosh et al., 2009; McIntosh et al., 2013). When the desired outcomes are achieved, they create a positive perception of the change process, creating a momentum in a cycle of change.

According to McIntosh et al. (2009), *effectiveness* is a measure of how well a practice produces desired outcomes. Within the PBIS framework, noticeable improvements in student academic outcomes, work effort, work climate, and number of aversive teaching experiences create a positive experience of the change process. This produces the principle of reinforcement, which is an important factor of effectiveness. Using data to continually adapt practices so that desired outcomes are achieved also improves efficiency.

In McIntosh's sustainability model, *efficiency* refers to the amount of resources required to produce desired outcomes, and is an essential variable (McIntosh et al., 2009). A practice is more likely to be sustained if it is the most cost-effective method of producing desired outcomes. If a practice requires an excessive amount of time, money, or staff, it may not be sustainable, simply because the cost of implementing the practice outweighs the outcome it produces.

Incorporating the practice into teacher and staff daily routines may reduce the amount of external resources and improve fidelity of implementation, which in turn creates efficiency (McIntosh el al., 2013).

Encouraging stakeholders (such as administrators, superintendents, school board members, and legislators) to make PBIS a high priority is invaluable (McIntosh et al., 2009). In this model, *Priority* refers to the value placed on a practice, as well as its general visibility, when compared to other known practices. Priority is a variable that comes with active planning and can be gained through advocacy, policy, and blending the practice with new initiatives.

Continuous Regeneration in the McIntosh model refers to (a) continual monitoring of both the outcomes of the practice and the fidelity of its implementation, (b) the ability to adapt a practice to different needs or settings without losing its critical features, and (c) continual devotion to its implementation and reimplementation (McIntosh et al., 2009). Continuous regeneration may be gained by applying it to new areas, new settings, new stakeholders, or new levels of support. Another mode of continual regeneration takes place when a practice can respond to changing needs. For example, a new piece of playground equipment might result in a spike of behavioral problems on the playground. Because the PBIS leadership team is continually monitoring the data from all areas of the school, they can identify the spike, evaluate the cause, and determine appropriate interventions. Once the interventions are implemented and the behavioral problems decrease on the playground, staff members recognize the effectiveness of the framework, which increases their devotion to its implementation, increasing fidelity, and perpetuating the model.

Capacity building, according to McIntosh, et al. (2009), refers to the creation of the expertise required to effectively implement a practice when the initial training and support is no

longer immediately accessible. Capacity building is a crucial goal during initial implementation, which is accomplished by developing a structured plan that incorporates continual training and support into the practice. Regular training and ongoing support increase the probability of continued fidelity.

Finally, it is important to measure the fidelity and effectiveness of the interventions that are implemented regularly (McIntosh et al., 2009; Pinkelman et al., 2015). Before a judgment can be made about the effectiveness of an intervention, it is critical to know if the intervention has been implemented correctly and if it has been implemented consistently (Yeung et al., 2016). When interventions are regularly measured, they can be adjusted to maximize effectiveness or replace ineffective practices (McIntosh et al., 2009). If school personnel perceive that interventions are bringing about positive changes, they are more likely to invest in the interventions. Measuring the fidelity of intervention implementation helps to accurately assess if the interventions themselves are ineffective, or if the problem is with implementation. Measuring fidelity helps implementers determine where support is needed, whether it is training, resources, time, or buy in.

Accurate measurement tools are critical to the measurement process. Researchers have developed many tools to measure the extent of implementation fidelity at the universal, or primary-tier level (Yueng et al., 2014). This list includes: the Self-Assessment Survey (SAS), the School-wide Benchmarks of Quality (BoQ), the Team Implementation Checklist (TIC), the School-wide Information System (SET), the Treatment Acceptability Rating, and Implementation Phase Inventory (IPI). Research has shown that the majority of schools have been able to achieve high implementation fidelity at the universal level and improve implementation fidelity using the TIC, the SET, and the BoQ. Additionally, schools can measure

the effectiveness of secondary-tier and tertiary-tier interventions using School-wide Information System (SWIS), a website created to help implementers evaluate individual and school-wide changes in student outcomes (McIntosh et al., 2009). SWIS offers a variety of surveys that assist implementers to collect and use data to drive decision-making.

Application

This project is intended for Juneau School District school counselors; however, the content is appropriate for any school counselor, school psychologist, teacher, or administrator in the State of Alaska. With slight alteration, the content is appropriate for other educational professionals considering the framework. This research project provides useful information to help schools begin a systemic change that could help create a more positive environmental climate through the PBIS framework. By sharing the information gained through this presentation, counselors could educate and motivate faculty to begin implementing an evidence-based framework for problematic behavior reduction. In addition, counselors may choose to use this information to address perceived problems that interfere with implementation fidelity of an already established framework, increasing its effectiveness.

The information found in this paper was developed into a PowerPoint presentation with additional handouts (Appendices A-E) for school counselors who wish to use it to educate school administrators and staff about the framework. The presentation will focus on research that demonstrates the effectiveness of the model, why school counselors are appropriate leaders in the process, and how to begin the implementation process. In addition, the presentation is relevant to school counselors whose school has already begun implementing the model but are beginning to see flaws in the implementation process. In this situation, the presentation could help correct implementation errors and make the model more effective.

Conclusion

In conclusion, there is considerable pressure on schools to provide high-quality education to all students, using positive behavior interventions (Bradshaw et al., 2008). IDEA, the NCLBA, and ESSA mandate that schools provide a fair-and-equal education to all students by providing some sort of positive behavior support school-wide (United States Accountability Office, 2017; Waguespack, Vaccaro, & Continere, 2006; Wagner et al., 2006). The Juneau School District (JSD) goals and strategies line up with federal mandates (Juneau School District, 2018). An effective, efficient program or approach to preventing and correcting behavioral problems could help JSD achieve its goals. Zero Tolerance and other punishment-type approaches to behavioral problems are controversial and have been shown to be ineffective (DeMitchell & Hambacher, 2016; Dunlap et al., 2009). The Restorative Justice approach has demonstrated some positive effects but there is not enough evidence supporting it at this time (Ortega, Lyubansky, Nettles, & Espelage, 2016; Song & Swearer, 2016). SEL is a program that teaches students social emotional learning skills. Research shows that quality SEL programs, implemented correctly, can have positive effects on behavioral problems and academic outcomes (Weissberg & Cascarino, 2013). It must be noted that not all SEL programs perform the same, and there are several contextual variables that may impact SEL effectiveness, such as school climate (CASAL Guide, 2013; Dusenbury and Weissberg, 2017). In addition, integrating SEL with PBIS may be more effective than SEL on its own (Cook et al., 2015).

PBIS is a three-tiered, non-curricular framework that supports improved academic outcomes by changing school systems and using data to drive decisions. PBIS includes three tiers of behavioral interventions that gradually increase in intensity to meet student needs. When implemented correctly and with fidelity, PBIS has been shown to be an effective and practical

approach to improving school climates and decreasing behavioral problems, which help students to achieve greater success (Sugai & Simonsen, 2012; Bradshaw, Debnam, & Koth, 2009; Bradshaw & Pas, 2011). School counselors are appropriate as implementation leaders of PBIS. It is advisable for them to evaluate PBIS' suitability for their schools (Betters-Bubon, Donahue, 2016). Generally, adequate preparation before implementation takes about one year (Simonsen et al., 2008. That preparation includes creating a purpose, selecting a leadership team, evaluating systems already in place, collecting data, and more. There are some barriers to implementing PBIS, such as lack of priority, lack of capacity, and lack of regeneration. In order to avoid these barriers, it would be wise to implement the PBIS sustainment model (McIntosh et al., 2009). Although implementing PBIS does take some time and effort at the beginning, research has shown that it can reduce behavioral problems, improve school climates, and improve academic outcomes. When these things occur, it could lead to a reduction of Juneau high school dropout, which is one of the Juneau School District goals. In addition, it could benefit the city of Juneau by providing the revenue that comes from the additional income high school graduates earn over high school dropouts.

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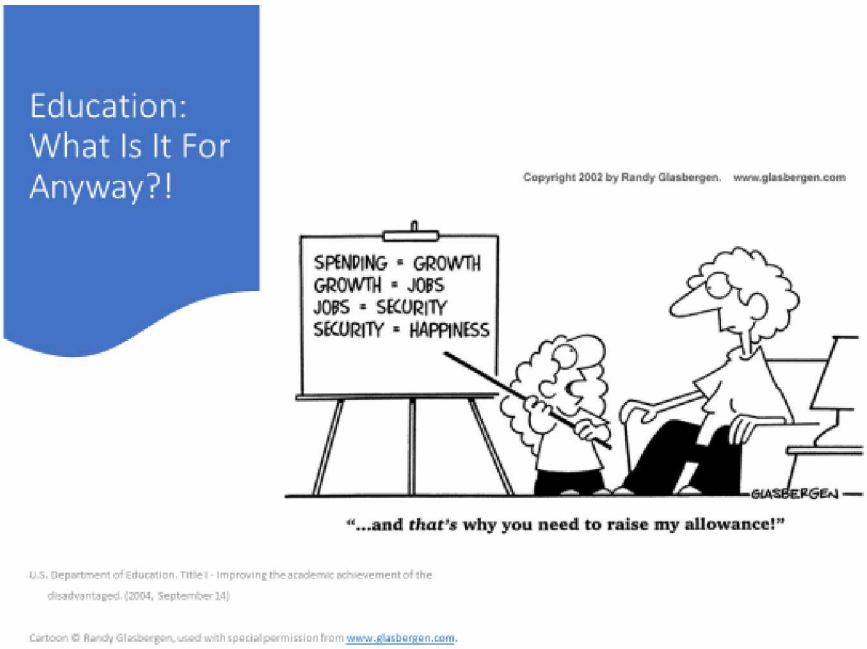
Appendix A

School-Wide Positive Behavior Interventions and Supports: Is It Right for Juneau?

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: IS IT RIGHT FOR JUNEAU?

BY

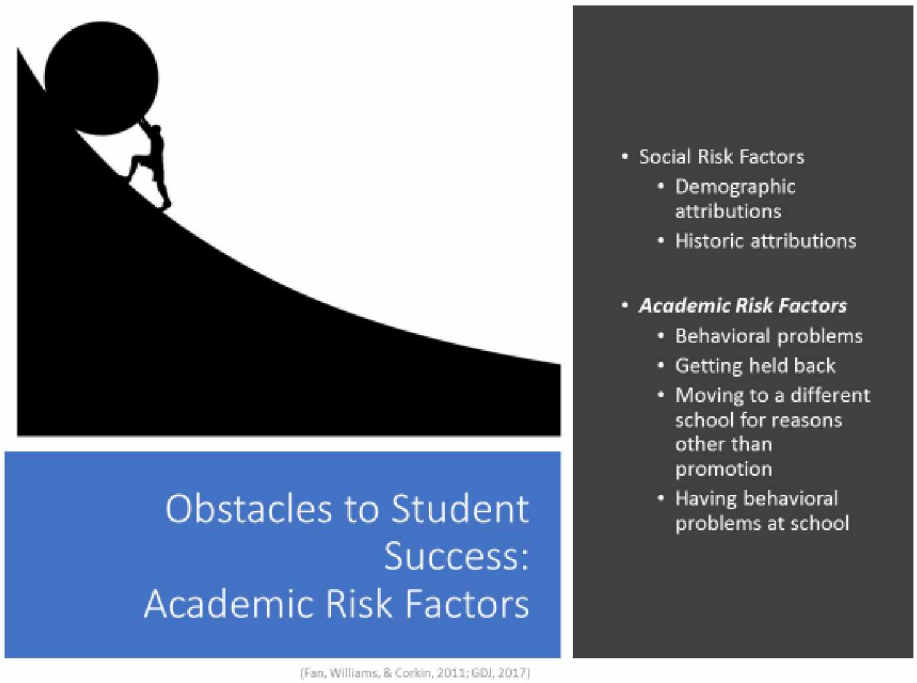
Bobbie Jo Anderson



U.S. Department of Education. Title I - Improving the academic achievement of the disadvantaged. (2004, September 14)

Cartoon © Randy Glasbergen, used with special permission from www.glasbergen.com.

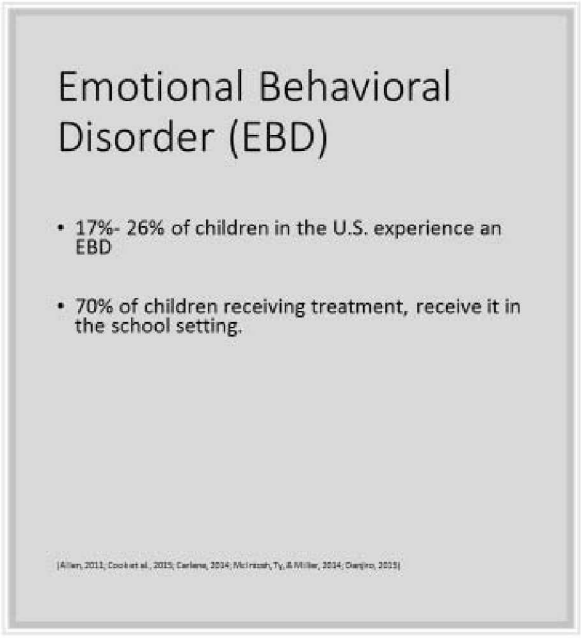
According to the United States Department of Education's mission statement (2017), the purpose of education is to encourage academic achievement and prepare students to compete in the global market by cultivating superior education and equal access for all.



Although there are many barriers to this mission, and the issue is complicated, research has identified some well-established risk factors that are associated with school failure, and ultimately, with high school dropout (Fan et al., 2011; Bradshaw et al., 2012). These risk factors can be divided into two categories, social risk factors and academic risk factors.
Social factors refer to demographic and historical attributions that increase the likelihood of difficulties at school.

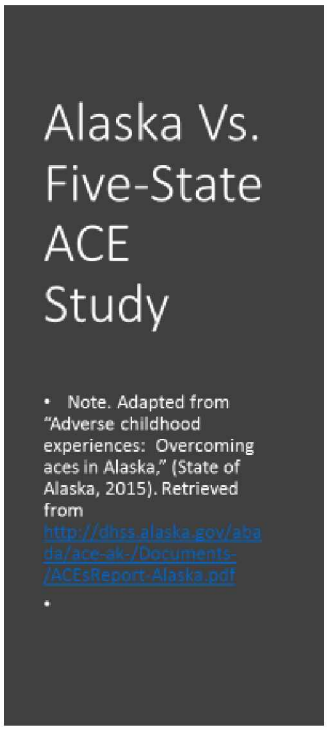
Academic risk factors include school-related characteristics such as having behavioral problems at school, being held back and moving to a different school for reasons other than promotion.

This presentation introduces PBIS and presents it as a possible approach for reducing the academic risk factors for Juneau elementary students.



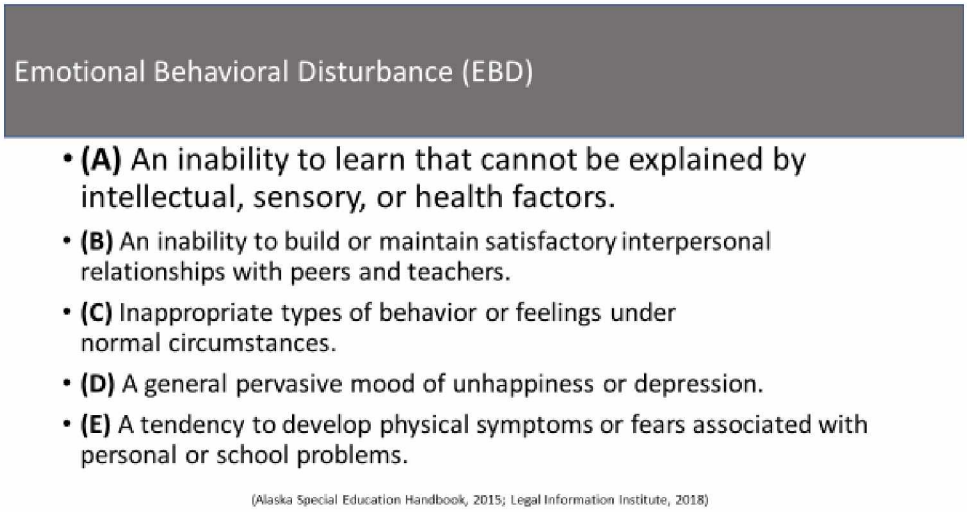
1 in 5 children in the US experiences an emotional behavioral disorder. Unfortunately, this number is expected to increase to 50% by the year 2020. Although the exact number is unknown, research shows that many go untreated, and 70% of those receiving treatment, receive it in the school setting.

ACE Rates in Six States						
Adverse Childhood Experience	Alaska	Arkansas	Louisiana	New Mexico	Tennessee	Washington
Year study released	2013	2009				
ABUSE						
Verbal/Emotional	31.0%	24.3%	21.1%	28.1%	19.2%	**34.9%**
Physical	19.1%	14.1%	10.5%	**19.5%**	12.9%	16.1%
Sexual	**14.8%**	10.9%	9.9%	12.9%	12.7%	13.5%
HOUSEHOLD DYSFUNCTION						
Mental Illness in the Home	21.9%	17.0%	16.6%	19.4%	17.1%	**24.3%**
Incarcerated Family Member	**11.5%**	5.5%	7.2%	7.1%	6.6%	6.6%
Substance Abuse in Home	**33.8%**	25.5%	26.6%	29.5%	26.3%	32.7%
Separation or Divorce	**31.7%**	23.3%	27.1%	24.4%	23.1%	26.0%
Witnessed Domestic Violence	18.7%	15.1%	14.5%	**18.9%**	17.1%	16.6%

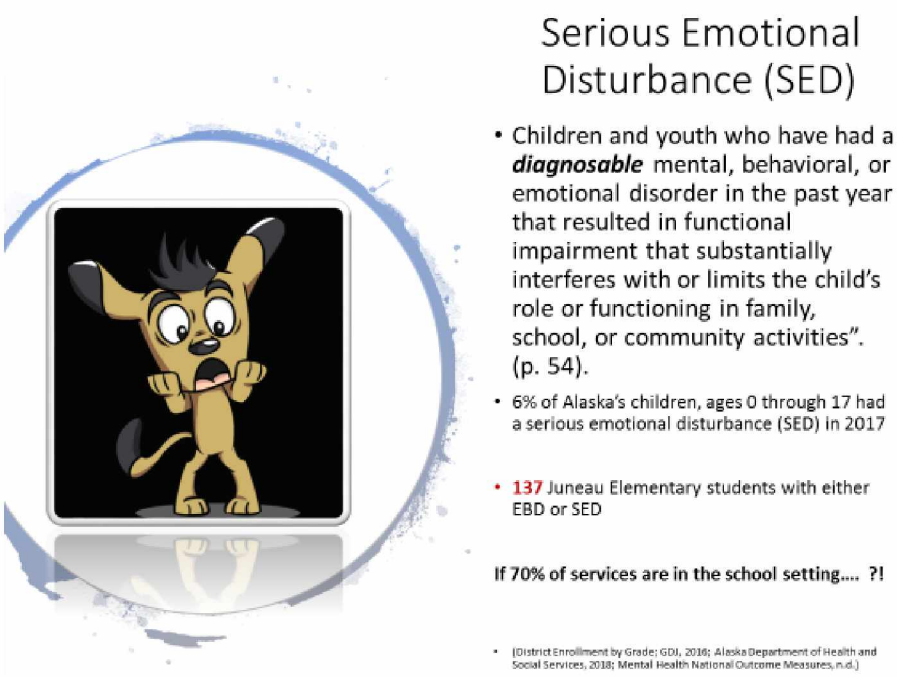


Note. Adapted from "Adverse childhood experiences: Overcoming aces in Alaska," (State of Alaska, 2015). Retrieved from http://dhss.alaska.gov/abada/ace-ak-/Documents-/ACEsReport-Alaska.pdf

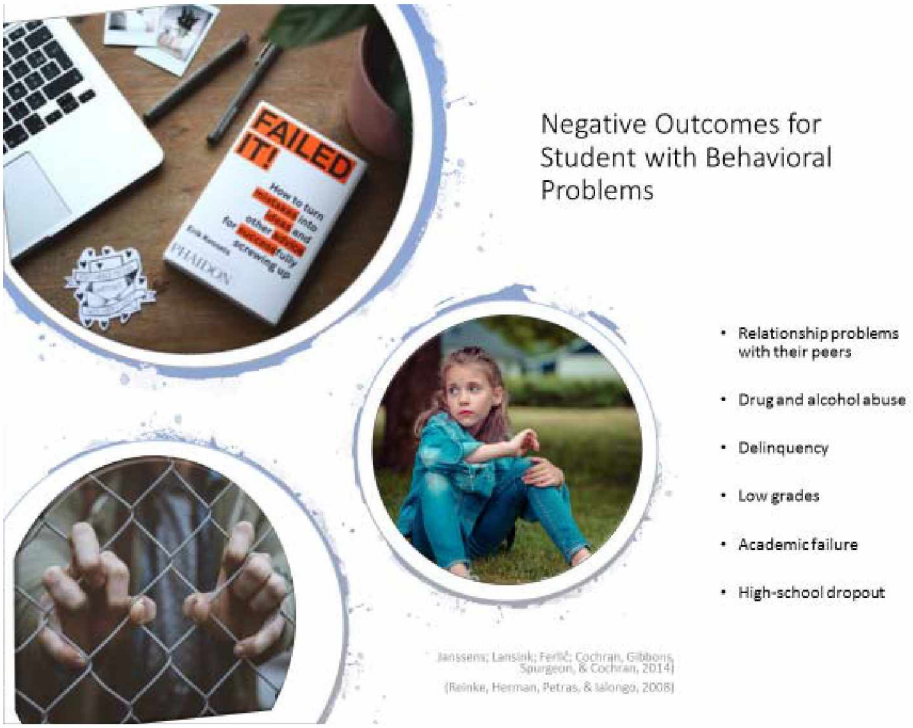
This is a table I found through the Alaska Department of Health and Social Services. According to the Substance Abuse and Mental Health Administration (SAMHSA), the accumulated number of adverse childhood experiences (ACE) is strongly related to the number of physical, emotional, mental, and behavioral problems they will experience throughout their lifetime. Although there are no national statistics regarding the ACE score, in 2009 the Center for Disease Control and Prevention (CDC) released a study of five states that did collect ACE data from adults (State of Alaska, 2015). In 2013, Alaska used the Behavioral Risk Factor Surveillance Survey to gather ACE data and compared its own ACE data to the ACE data collected by the CDC in its 2009 study of five states Notice that in comparison to the CDC study, Alaskan adults reported significantly higher instance of trauma for each category in three of the five-state averages. The Alaskan rate of trauma is either the first or second highest in every category.



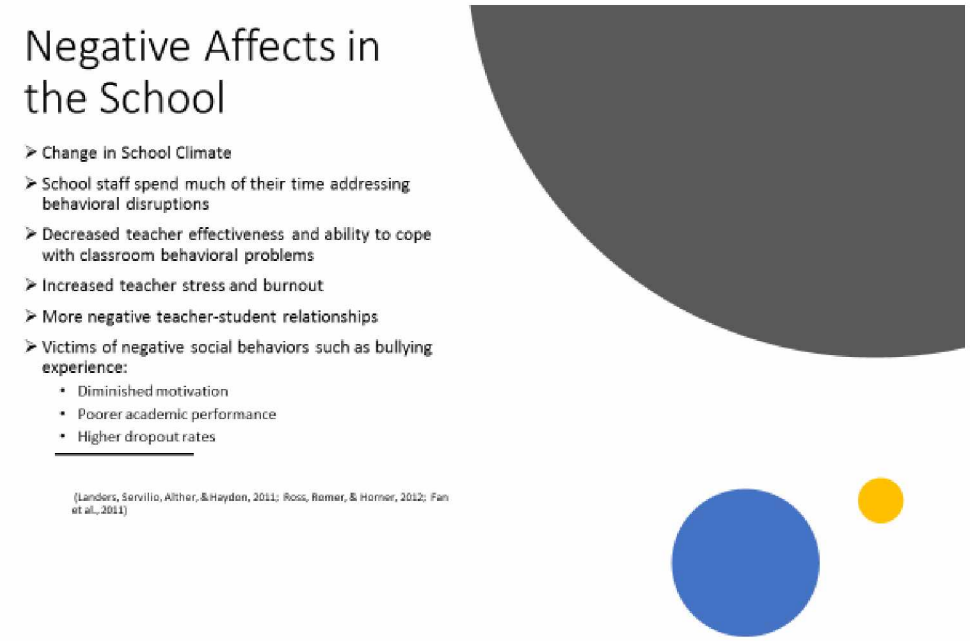
IDEA defines an Emotional Behavioral Disturbance as a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance. Children with an EBD can qualify for special education services (Legal Information Institute, 2018). However, in order to qualify for services, a child must be emotionally disturbed as defined by IDEA, need special facilities, equipment or methods to make the child's educational program successful, and be diagnosed by a qualified psychiatrist of psychologist, and score two or more standard deviations below the national norm on an individual standardized test of intelligence, and exhibit deficits in adaptive behavior manifested during the developmental period which adversely affect the child's educational performance (Alaska Special Education Handbook).



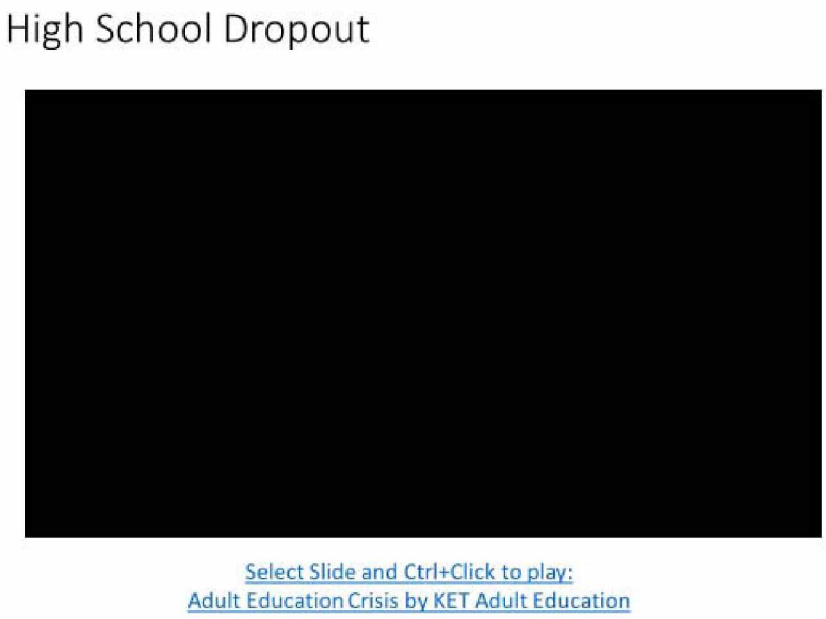
According to the Alaska Department of Health and Social Services scorecard of 2018, children with serious emotional disturbance, or SED, are "Children and youth who have had a diagnosable mental, behavioral, or emotional disorder in the past year that resulted in functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities". Approximately 6% of Alaskan children are receiving some sort of community treatment for emotional behavioral disorders or were at least diagnosed with a disorder. Remember, the number of children who receive treatment is small. This means that there are many more children in the school setting who are not receiving treatment. When you think about these statistics, it is easy to understand why problematic behavior is concerning to educators.



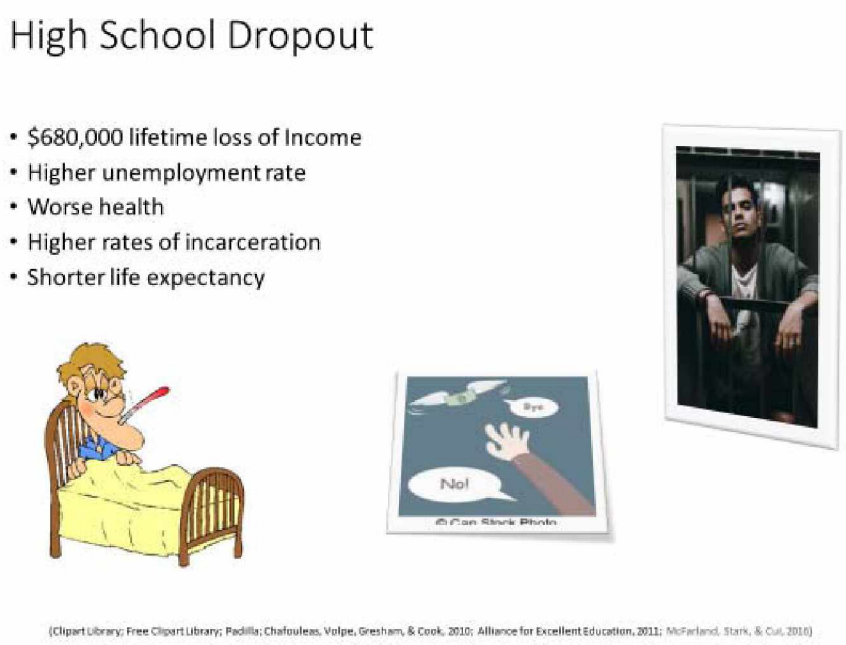
Children with behavioral problems in school are at risk for long-term negative outcomes. Socially, they have more relationship problems with their peers. They're more likely to abuse drugs and alcohol, and they're more likely to spend time in juvenile detention. Academically, they have lower grades, they experience academic failure more often, and they drop out of high school more. I will address how Juneau is affected shortly.



Professionals and the general public consistently point to "lack of discipline" as a considerable problem in schools. Problematic behavior can have a poisonous effect on school climate. School staff members spend much of their time taking care of behavioral issues.
Teachers report a multitude of stressors, such as disrespect, truancy, tardiness, bullying, fighting, and miscellaneous classroom disruptions. Not only do the students who engage in problematic behavior suffer negative outcomes, but the victims of social behavioral problems experience significant negative outcomes as well.

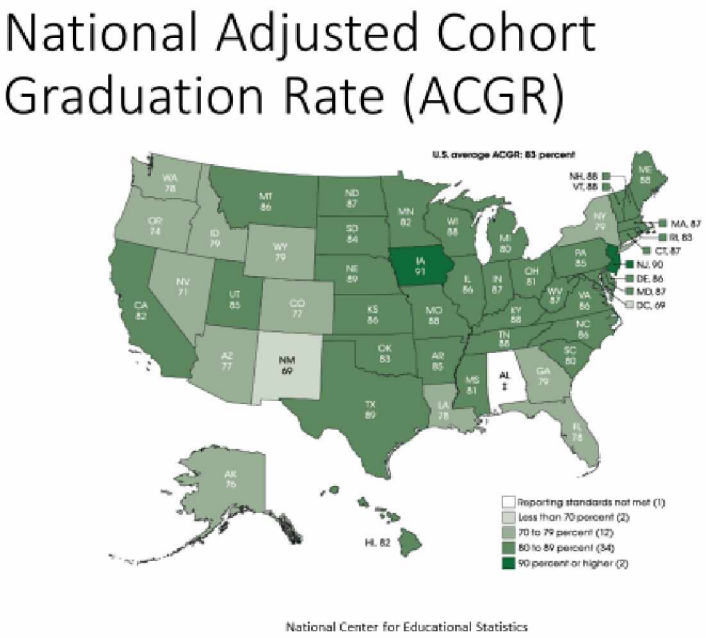


KET Adult Education has created a video that explains the problem of high school dropouts.

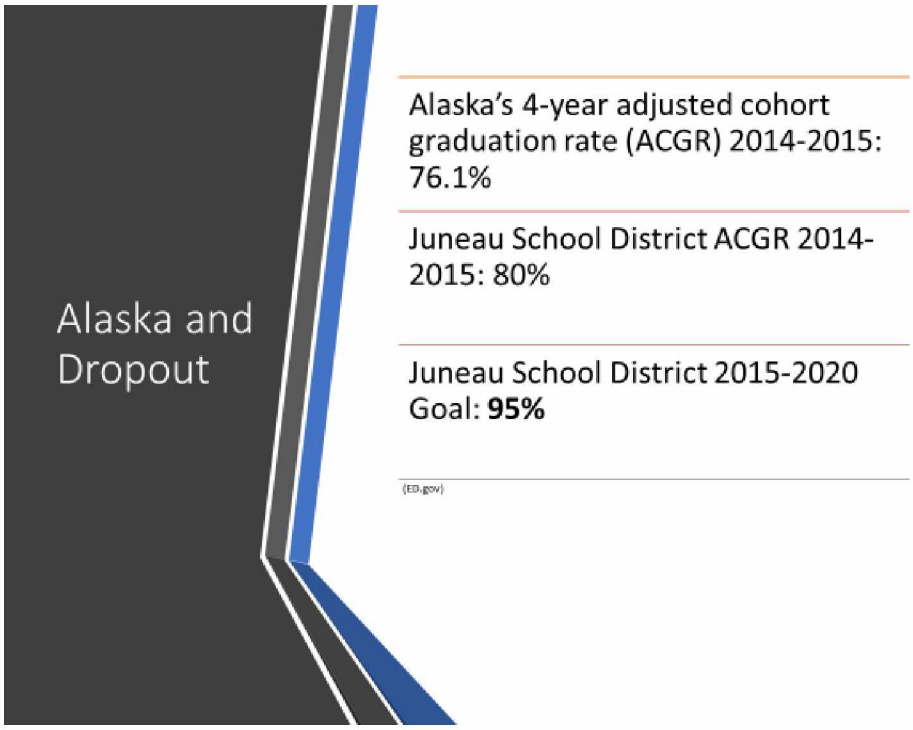


As you just saw, high school dropout has become a national concern. The issue of high school dropout affects society in several ways. According to the Alliance for Excellent Education, if those who dropped out of high school in 2011 had graduated, the U.S. economy could have gained approximately $154 billion in revenue over their lifetime.

Among adults age 25 and older, high school dropouts have a higher unemployment rate. They are incarcerated disproportionately, they have worse health outcomes, use the welfare system more, and have a shorter life expectancy than those who graduated. I will discuss Juneau's dropout rate shortly.



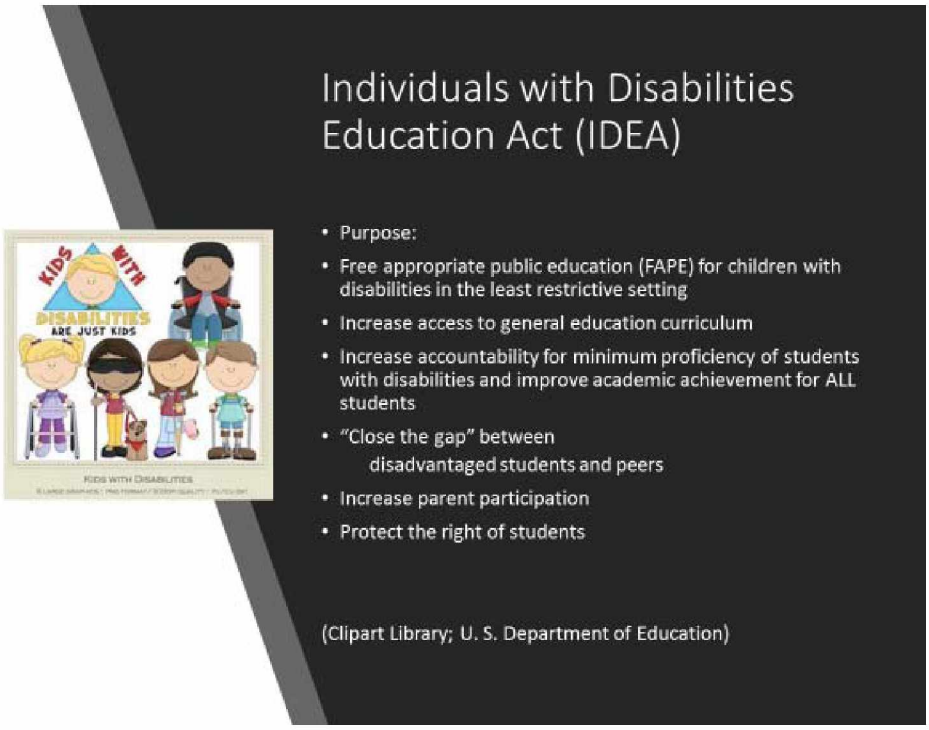
The *Adjusted Cohort Rate* is the federal graduation-rate measure. If you look at this map, you can see that Alaska has one of the lowest graduation rates.



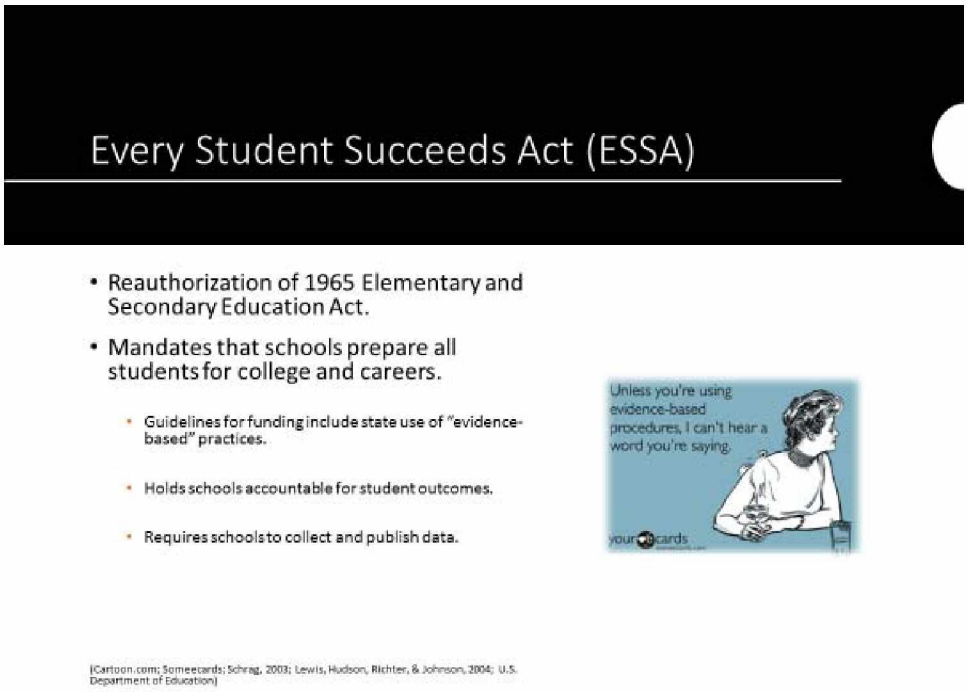
In the 2014-2015 school year, Alaska had the fifth lowest ACGR in the nation. Although Juneau School District's ACGR is better, it still has a long way to go to achieve its 2020 goal of 95%.

So now that I've shared the extensive impact behavioral problems can have on Juneau schools and their children, let's talk about taking steps toward a solution.

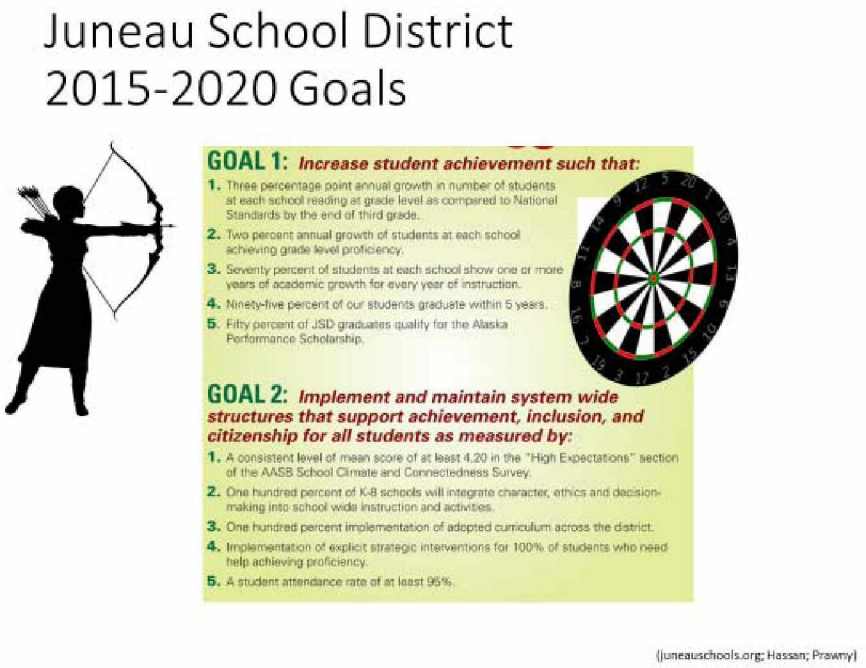
But first, there are a few important guidelines that impact the way Juneau schools can go about preventing and correcting behavioral problems.



Most school personnel are probably familiar with IDEA. The purpose of IDEA is to provide children with disabilities a fair and equal education. It holds schools accountable and also seeks to provide the resources, such as training and hiring staff, that schools will need to carry out its mandates. One of the many ways that IDEA attempts to improve the rights of children with disabilities is to encourage the use of positive behavioral interventions. IDEA states that "in the case of a child whose behavior impedes his or her learning or that of others," a student's IEP team is required to seriously consider behavioral strategies, including positive behavioral interventions and supports to address that behavior. PBIS satisfies the IDEA Mandate.



ESSA is a Reauthorization of the 1965 Elementary and Secondary Education Act (US Department of Education, 2016). ESSA replaced the No Child Left behind Act, providing more flexibility for states but continues to require that states create stringent, comprehensive programs that close the education gap and promote success for all students.

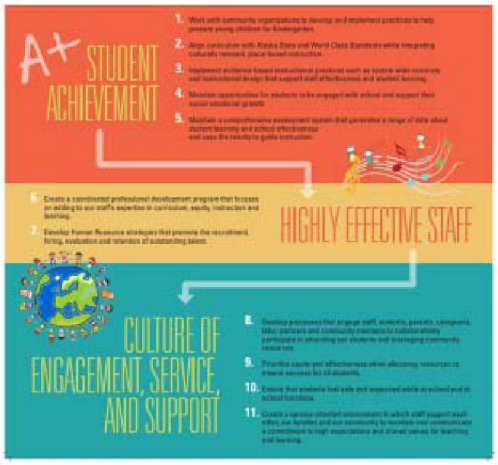


(juneauschools.org; Hassan; Prawny)

I would like to highlight Juneau School District's second goal—to implement and maintain SYSTEM WIDE structures that support achievement, inclusion, and citizenship for ALL students.

It is clear that JSD wants to create a positive climate in all schools.

Juneau School District
2015-2020 Strategic Plan



(juneauschools.org) Juneau schools.org

Both the goals and the strategies you see here came directly from the JSD website. As you can see, several strategies are aimed at creating a positive school climate.

Approaches to Preventing and Correcting Behavioral Problems

Cartoon used with permission © Randy Glasbergen

So how do we prevent and correct behavioral problems so that we can create a positive school climate?! What are some school-wide approaches?

First, let's take a look at Zero Tolerance, which is used by many schools all over the nation. Zero Tolerance Policies grew out of the public perception that crime was drastically rising. In 1994, Congress responded by enacting the Gun Free Schools Act, which forced schools to expel students for bringing any type of weapon to school.

Over time, the behaviors that resulted in students' suspension or expulsion increased to include much smaller offenses.

The purpose of Zero Tolerance policies is to send a clear message that violence will not be tolerated, and although the intent is good, Zero Tolerance and other methods of punishment just do not appear to work very long. They might temporarily change behavior; but in the long run, this approach can produce negative outcomes.

Restorative Justice is another school-wide approach for correcting problem behavior. Its core principles are repairing the damage done by misbehavior, stake holder involvement, and reconstructing the community relationship. The Restorative Justice approach uses a continuum model with practices ranging from informal to formal. It is both proactive and reactive in its practices. The proactive practices include teaching and learning, and the reactive practices include addressing the harm done and wrong-doing.

Restorative Justice practices may include inquiry, small-group conferences, mediation, community conferences, problem-solving circles, family conferences, and more. Staff and students learn to be impartial, non-judgmental participants in the restorative process, and the student who engaged in misbehavior has a voice in process also.

The Restorative Justice process is grounded in respect, openness, empowerment, tolerance, inclusion, integrity, and congruence.

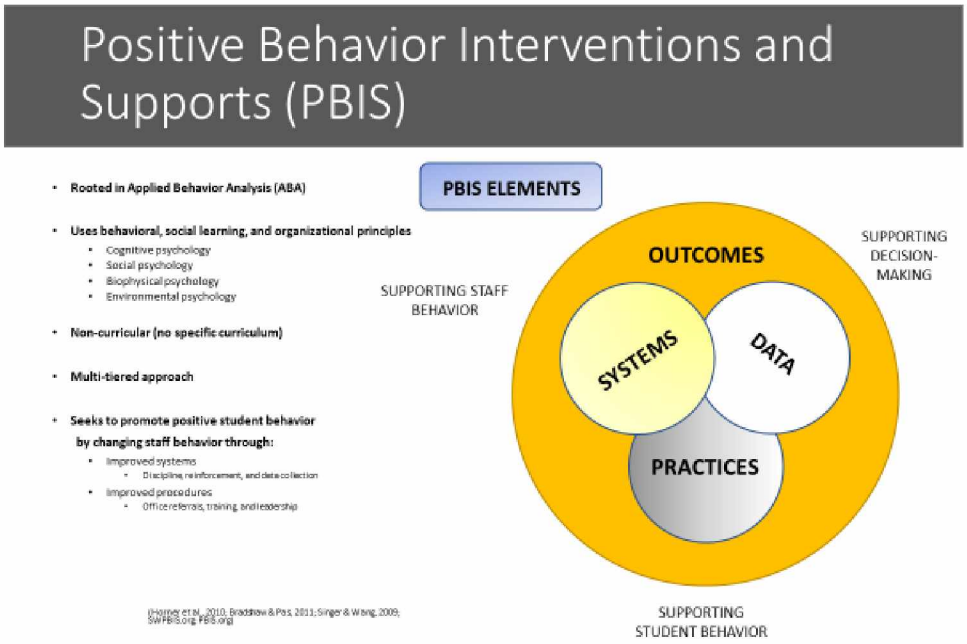
Restorative Justice does have some important limitations. First, success of the approach is often tied to larger strategies, such as PBIS. Second, it places a financial burden on the school because a full-time RJ coordinator is required to carry out the approach. Third, more research is needed before it can be called evidence-based.

Social- Emotional learning, or SEL, is an approach to preventing behavior problems by teaching students the skills they need to cope with difficult emotions and make responsible decisions.

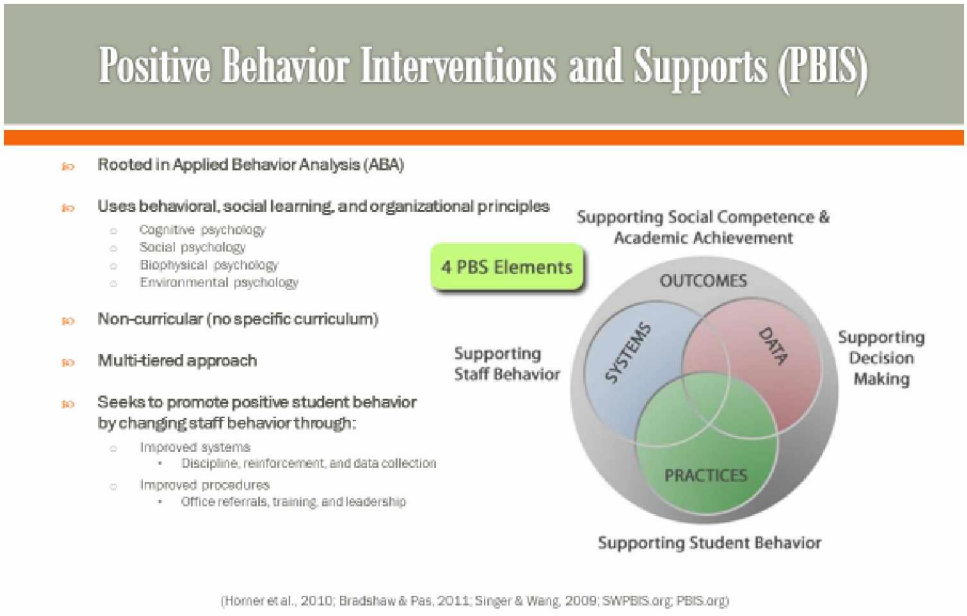
Many SEL programs, such as Responsive Classroom, when implemented correctly and with fidelity, have been shown to promote several benefits. Unfortunately, stringent academic expectations may limit the resources needed to implement and maintain SEL.

Research has shown that teacher delivery of the curriculum impacts the effectiveness of SEL, but assessments for SEL targets are generally ignored.

In addition, the complicated relationship between the environment and SEL makes it difficult to evaluate its effectiveness. Some researchers suggest combining SEL with PBIS for a more effective approach.



PBIS is an evidence-based approach to optimizing student learning by preventing and correcting problematic behavior, thus changing the school climate.
PBIS is grounded in Applied Behavior Analysis, or ABA, which postulates that by altering the environment and consequences, behavior can be both predicted and controlled.
PBIS uses behavioral, social learning, and organizational principles and incorporates cognitive, social, biophysical, and environmental psychology.
PBIS seeks to alter the school climate by changing the systems (such as discipline, reinforcement, and data collection) and practices (such as office referrals, training, and leadership) that influence behavior.
PBIS does not use a specific curriculum to teach expectations. Rather, each school develops its own teaching tool to meet its unique needs through a leadership team.
The PBIS website (www.pbis.org) provides a reference list of research supporting the effectiveness of PBIS, which I have included in your packet.



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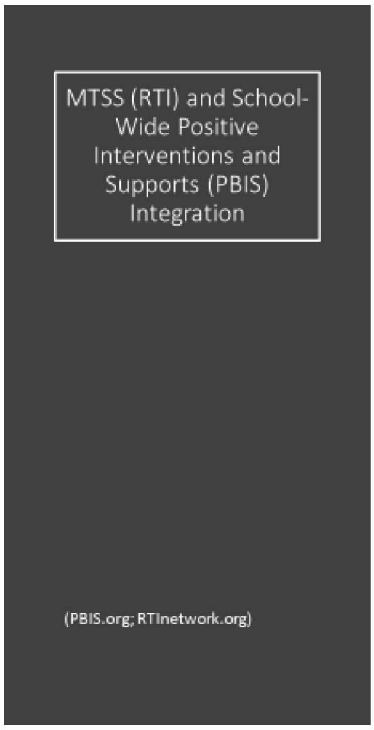
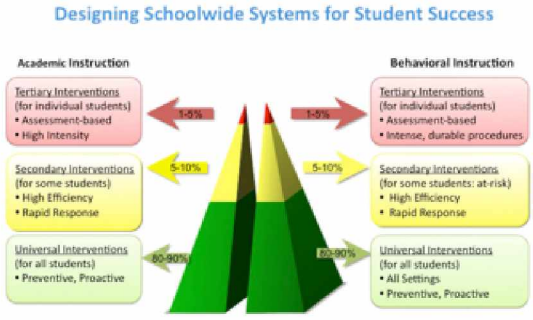
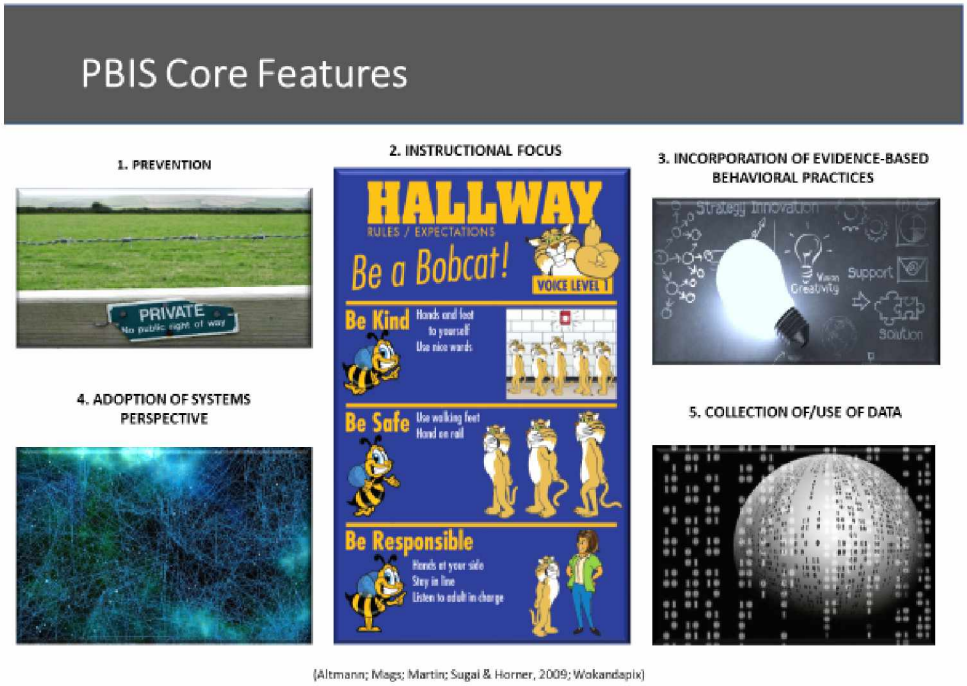


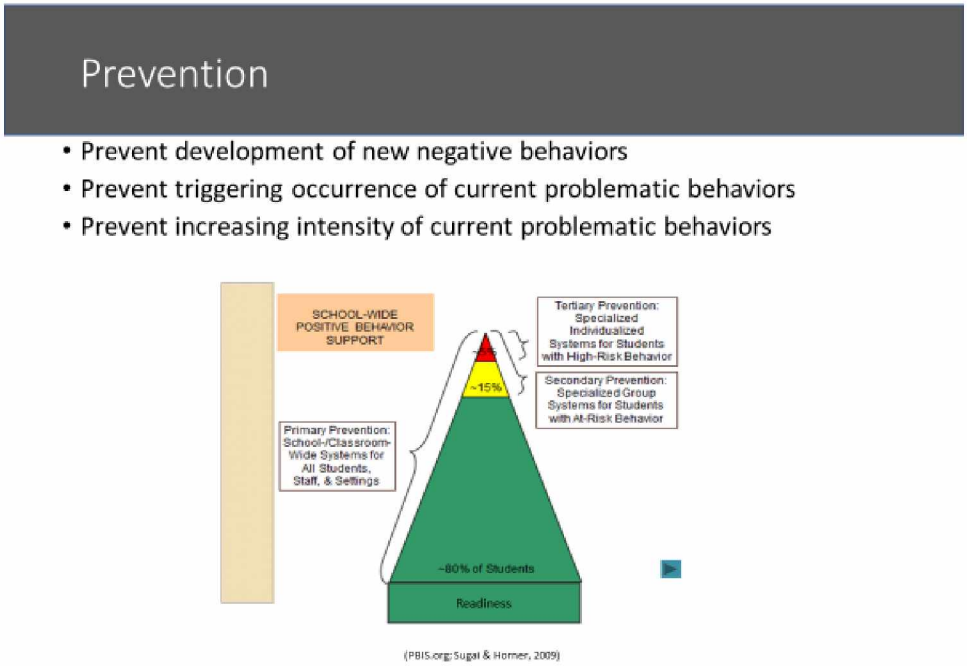


Like MTSS, PBIS is a multi-tiered approach that provides evidence-based interventions universally, incorporates increased supports for students who are not responding, and uses data to drive decisions about interventions. As you can see from this slide, MTSS and PBIS are highly compatible and seek to prevent problems from arising by taking a proactive approach. Both MTSS and PBIS models include systems in place to meet the needs of all students through differentiated instruction. Both MTSS and PBIS outline specific interventions for each level of need. Both RTI and PBIS seek to deliver quality instruction to all students; for RTI, this means a set curriculum and for PBIS this means clear and specific school-wide expectations. Both MTSS and PBIS use data to identify students who need more support, continually monitor student progress, implementing only evidence-based interventions. According to both pbis.org and rtinetwork.org, MTSS has now incorporated School-wide Positive Behavior Interventions and Supports, or PBIS, to address behavioral issues that impact student learning.

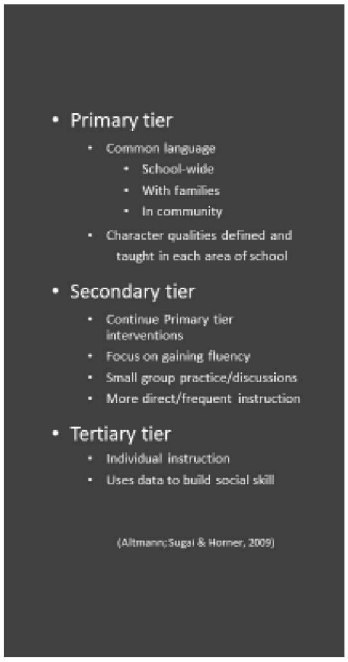


(Altmann; Mags; Martin; Sugai & Horner, 2009; Wakandapix)

PBIS has 5 foundational, or core, features. The PBIS framework seeks to optimize the learning environment by incorporating several characteristics into the school setting. These characteristics are prevention, instructional focus, incorporation of evidence-based practices, adoption of a systems perspective, and the collection and use of data to drive decisions.



First, prevention: The principle of prevention stresses the importance of establishing a set of behavioral support interventions and systems designed to prevent a) the development of new negative behaviors, b) triggering the occurrence of the current problematic behaviors, and c) increasing the intensity of the current problematic behaviors.

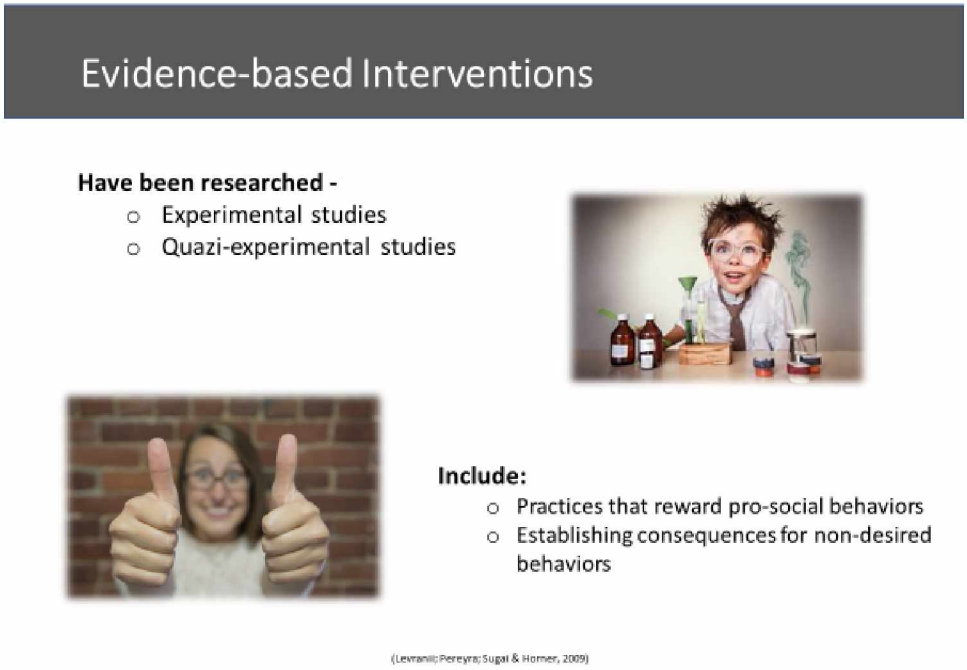


There is a heavy focus on instruction of behavioral expectations within the PBIS model.

At the primary tier, character qualities are defined and then taught, using a common language, to all students, to their parents, and even to the community.

At the secondary tier, a focus on gaining fluency in these skills is added, through small group practice and discussions. The interventions at the secondary tier are more direct and more frequent. I will discuss Tier II interventions in more depth shortly.

At the tertiary tier, students who continue to struggle, receive interventions that are tailored to meet students' needs.



Delivering evidence-based interventions is a high priority of the PBIS model. Interventions that have been tested through experimental or quasi-experimental studies should always be attempted first.

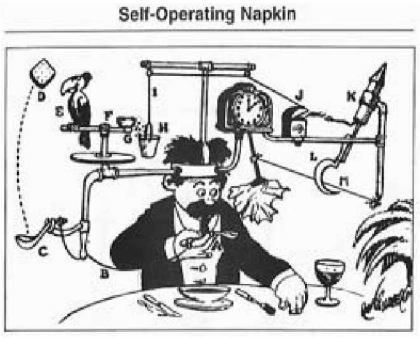
Then, if necessary, they may be tailored to meet the intended needs of the students and the teachers who will be implementing them. The practices should always include a variety of interventions that acknowledge and reward pro-social behavior and establish consequences for non-desired behaviors.

Systems Perspective

Focus on helping stakeholders to...

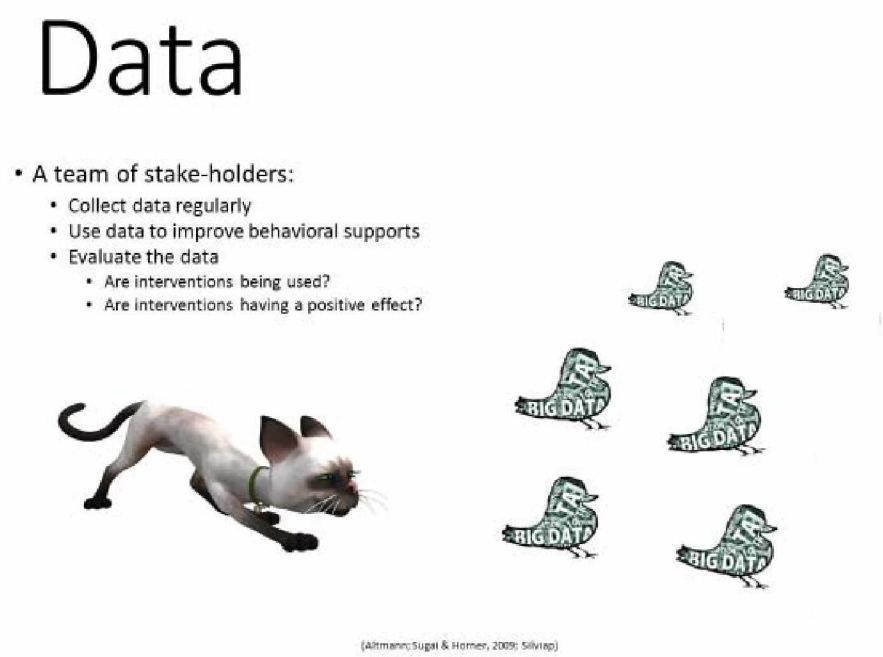
- Create fluency of skills/abilities
- Develop majority
- Agreements/commitments
- Promote a willingness to employ practices
- Understand the need for a high-fidelity implementation
- Commit to a continual implementation
- Follow through with continual evaluation

(Sugai & Horner, 2009; Wikipedia)

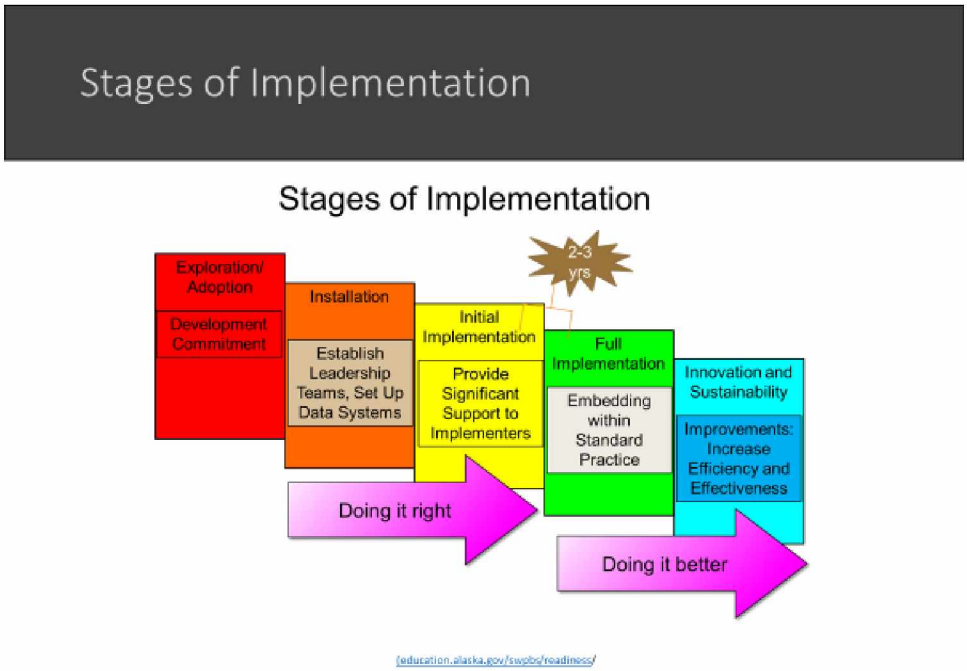


Professor Butts and the Self-Operating Napkin (1931). Soup spoon (A) is raised to mouth, pulling string (B) and thereby jerking ladle (C), which throws cracker (D) past parrot (E). Parrot jumps after cracker and perch (F) tilts, upsetting seeds (G) into pail (H). Extra weight in pail pulls cord (I), which opens and ignites lighter (J), setting off skyrocket (K), which causes sickle (L) to cut string (M), allowing pendulum with attached napkin to swing back and forth, thereby wiping chin.

PBIS emphasizes the importance of adopting a systems perspective when selecting and implementing interventions.



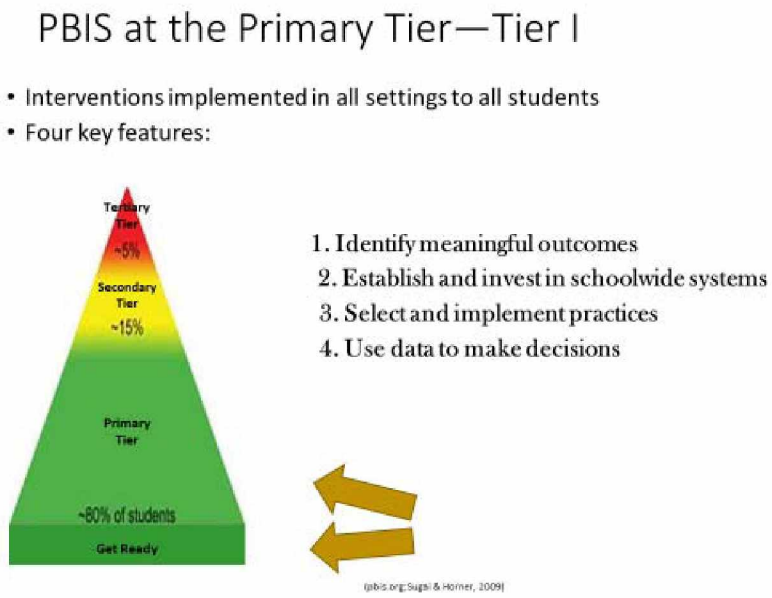
And the final core feature of PBIS is data. In the PBIS framework, data is regularly collected and used by a team of administrators, teachers, support staff, parents, and other stakeholders to decide how to improve behavioral supports in the school setting.



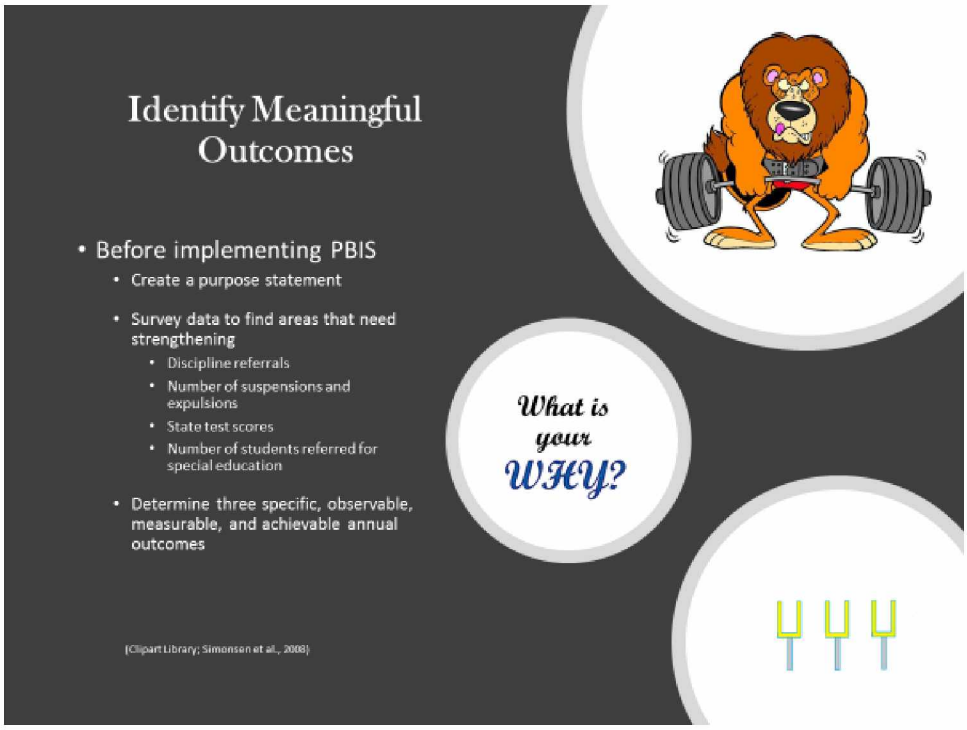
This slide was taken from the Alaska Department of Education website, which includes several supports for districts and schools that would like to implement PBIS. This slide provides a visual representation of the processes involved in PBIS implementation.

Notice that there are steps to take to get ready for initial implementation. According to McIntosh, Mercer, Hume, Frank, Turri, and Mathews (2013), proper preparation is essential to sustainability.

According to Sharon Fishel, Education Specialist II, and Alaska PBIS coordinator, Juneau School District supports adoption of PBIS. Even so, the exploration/adoption stage still needs to take place at the school level.



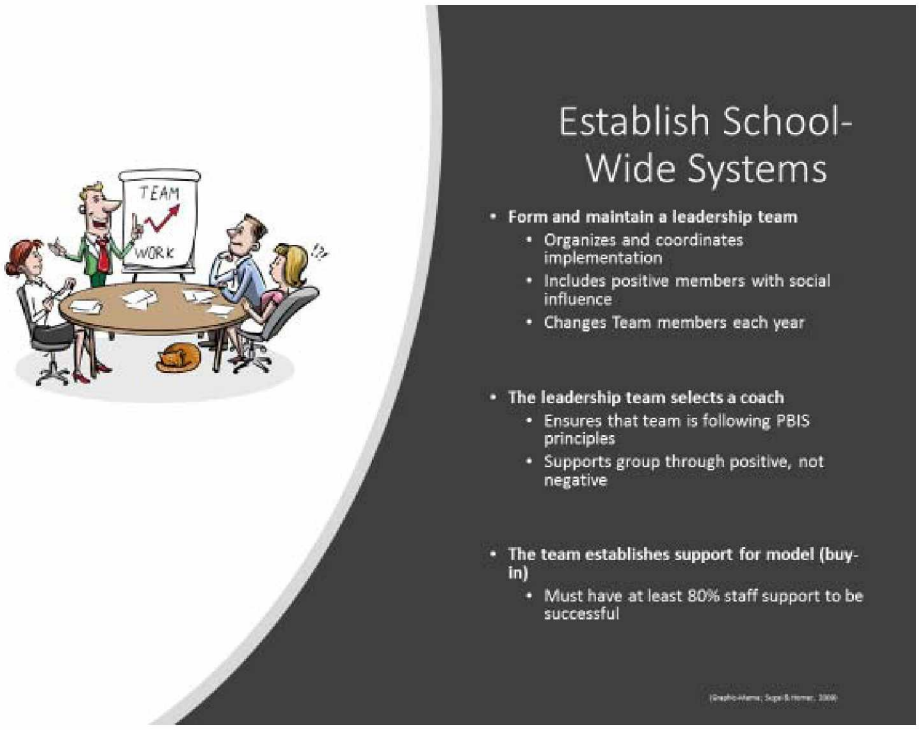
Tier I interventions are geared toward the entire school. The primary tier has four key features, which are 1. identify meaningful outcomes, 2. establish and invest in schoolwide systems, 3. select and implement the practices, and 4. use data to make decisions.



The first step in implementing the primary tier of PBIS is for school staff to identify the desired outcomes. In other words, why implement PBIS? Is it to improve test scores, to improve the school climate, or to reduce bullying incidents?

After staff members create a purpose statement, they must survey school data to identify the areas that need strengthening. Areas to survey include discipline referrals, the number of suspensions and expulsions, state test scores, the number of students referred to special education services, or any other pertinent data that has been measured.

Once the data has been collected and analyzed, staff members must identify three annual desired outcomes.



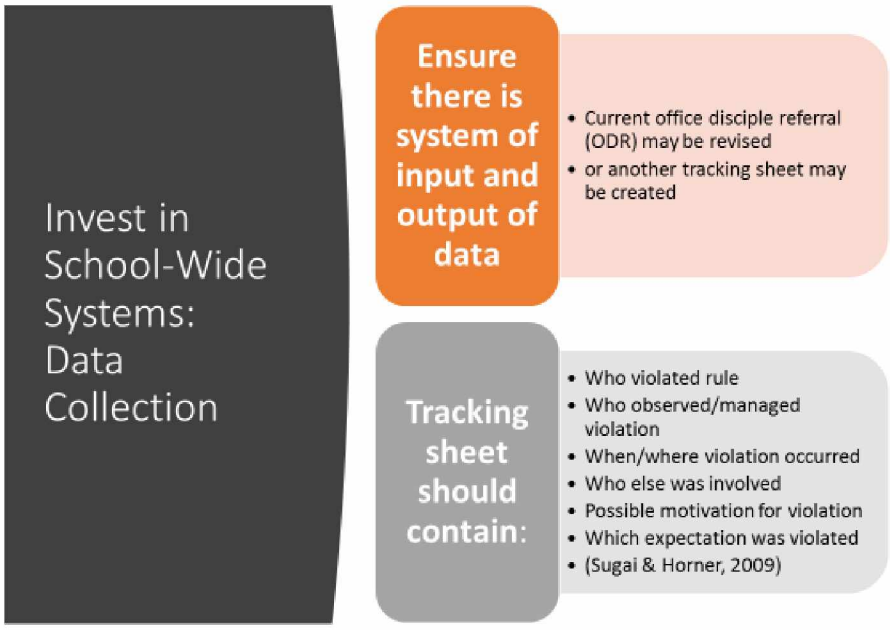
Once a course has been set, it is time to establish and invest in school-wide systems.

The first step in doing this is to form a leadership team that will be maintained from here on out. Members of this team should change each year. The team organizes and coordinates implementation of PBIS. It should be made up of positive members with social influence.

The team will then select a coach, who will be responsible for ensuring the team continues to follow PBIS principles. He or she should be able to support the team through positive means.

Next, the team must establish support from the school staff. Research has found that for a successful implementation of PBIS, at least 80% buy-in is necessary from those who will be implementing it.

If you look in your packet, you will see a handout titled Infrastructure Graphic. (Handout-Infrastructure graphic). This handout provides a visual representation of the infrastructure that is needed to effectively implement PBIS.



Once buy-in has been acquired, the team should make sure there is a system of data collection and interpretation in place. This may be accomplished through revising a current Office Discipline Referral or through creating a tracking sheet. Whichever system the team chooses, it must contain who violated the rule, who observed and managed the violation, when and where the violation occurred, who else was involved in the incident, possible motivation for the violation, and which expectation was violated.

The School-Wide Information System, or SWIS, is a data input-output system that schools can use to effectively collect and interpret data. The SWIS Suite is found at www.pbisapps.org. Within the SWIS Suite, Todd and Horner share an ODR that collects the necessary information.

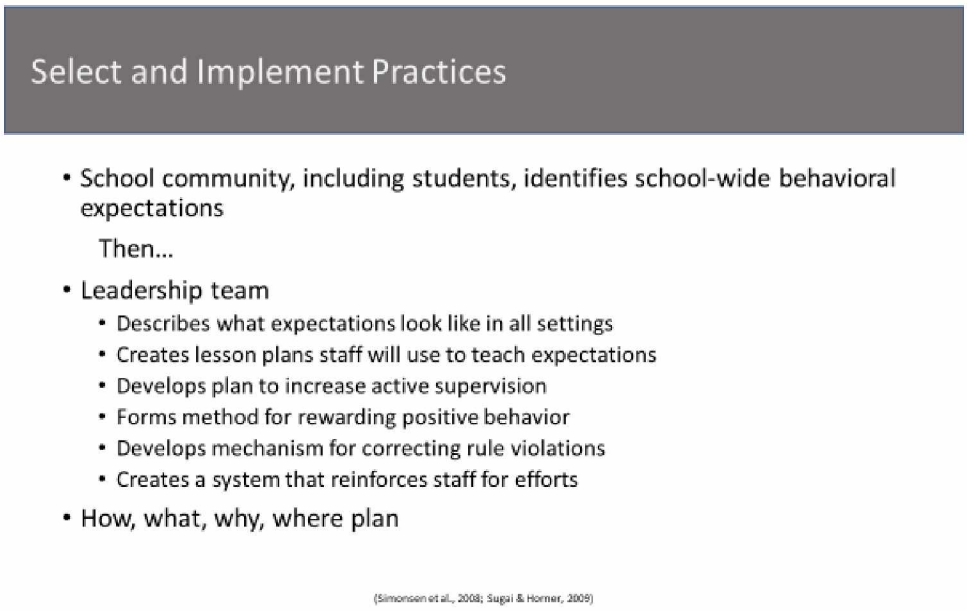
I have included the handout in your packet. (Handout- SWIS ROI examples)

The last feature of PBIS is training. McIntosh and associates explain that training is imperative for sustainability. Alaska does have a PBIS coordinator. Her name is Sharon Fishel, and I have included her contact information on the slide above.

The planning and training process takes approximately one year (Simonsen et al., 2008). The leadership team is usually ready to begin the initial implementation process the second year. The team should use a short readiness checklist to help them decide when they are ready to move to the initial implementation process. This checklist can be found on the Alaska Department of Education website.

Implementation Process

(Altmann)



The implementation process takes place in several steps. The first step is to chose three to five behavioral expectations. When choosing expectations, remember that it is important to include the entire school community—teachers, administrators, support staff, and students.

Then the leadership team takes those expectations and creates a matrix of expectations (rules) for every setting. If you will look in your packet, you will find a sample matrix from Haines School District that you can refer to.

Next, the leadership team develops unvarying lesson plans for staff to teach the expectations. They develop a plan to increase active supervision, consistently rewarding positive behavior, correct misbehavior, and reinforcing staff efforts.

(Koch)

Collect and Use Data

- What does the data suggest/indicate?
- May be used to:
  - Identify problem areas
  - Provide foundation for decision making and planning
  - Evaluate progress
- Do collect trends
  - Numbers of referrals
  - Classes of problem behaviors
  - Trends for individual students
- ODR is most common measure for evaluating impact of PBIS
- Integrate into systems
- Regularly assessed by leadership team
- Shared with school staff
- Celebrate successes in school
- Shared with Community

(Sugai & Horner, 2009; Cowin & Fernandez, 2000; Upreti, Liaupsin, & Koonce, 2010; Simonsen et al., 2008)

Data collection is essential to the success of PBIS implementation. According to Sugai and Horner, every decision in the PBIS framework should be preceded by the question "What does the data suggest?"

At the primary level, data may be used to identify problem areas, to provide a foundation for decision-making and planning, and to evaluate progress of the approach.

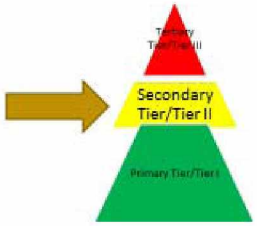
Collecting data will help the team to identify trends. Important data to collect includes the number of referrals, classes of behavior problems like bullying or running in the hall, and trends for individual students.

The ODR is the most common method of measuring the impact of PBIS. It should be integrated into all school systems, regularly assessed by the leadership team and shared with school staff.

Whenever the data suggests success, there should be a celebration with both the school and the larger community as well.

PBIS at Secondary Tier—Tier II

- Guided by primary PBIS team
- PBIS team will meet monthly to review data for students who need more support
- In addition to Tier II supports, students continue to receive Tier I supports



- System of regular communication set up between student, teachers, parents, staff, and administrators
- A range of positive reinforcement techniques used to provide regular positive feedback
- Parent participation is encouraged
- Data-driven decisions made on regular and frequent basis

(Sugai & Horner, 2009)

According to Sugai and Horner (2009), Tier II interventions are aimed at providing extra support for students who don't respond to primary interventions and are at risk of, but not currently involved in, severe behavior problems. The primary PBIS team guides Tier II strategies. The team may include other members as well, depending on student needs. The PBIS team coordinates who will implement strategies, when the strategies will be implemented, and how they will be implemented. Primary members will meet monthly to screen data for students who need Tier II supports. Students receiving Tier II support will continue to receive Tier I supports. Tier II interventions are more intensive and are implemented more often to smaller groups, so it is important that they are efficient in terms of time, effort, and resources. Tier II interventions are usually implemented by a team of adults who have closer and continual contact with the intended students. These adults should have more training in behavior management. School psychologists, school counselors, special education teachers, occupational therapists, and speech therapists are well suited for this role. Within Tier II, a system of regular communication is set up between students, teachers, parents, staff, and administration. Students are given the opportunity, through teacher evaluation and/or self-evaluation, to evaluate their behavior based on school expectations. Tools used by the student to monitor their progress may include cards or posters that usually contain token economies, praise, activity rewards and other hands-on rewards, and access to positive peer time. Parent involvement is highly encouraged, and they get regular feedback about student progress. Finally, data-driven decisions are made on a regular and frequent basis to adjust for student needs. Adjustments may include decreasing the difficulty of desired tasks, increasing the number of successes before an intrinsic reward is gained, or deciding that the student requires tertiary support.

Check and Connect

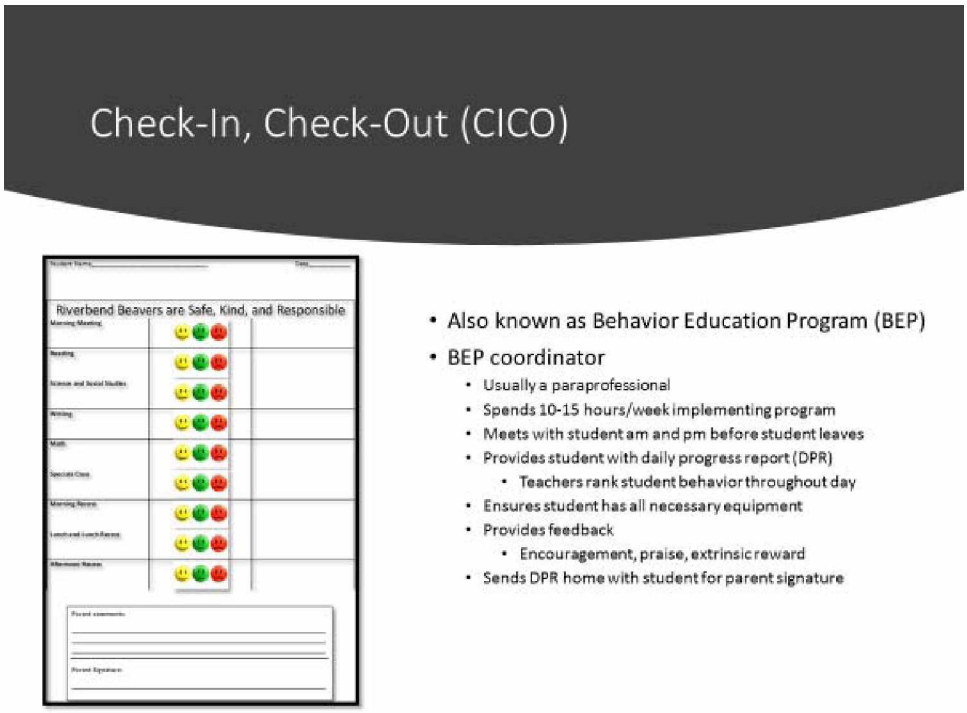
- ***Goal***: Improve student engagement
- Student linked with supportive staff who serves as monitor
- Two levels
  - *Basic level*
    - Student checks in at least once/month
    - Discuss topics such as:
      - School-related problems
      - Problem-solving techniques
      - Why staying in school is important
  - *Intensive level*
    - Check-ins more frequent
    - Techniques individualized

(Hawken et al., 2009)

Now I would like to talk about some evidence-based, Tier II support strategies.
First on the list is Check and Connect.

The goal of Check and Connect is to improve student engagement and ultimately reduce high-school drop out. In Check and Connect the student meets with a staff member who serves as a monitor. At the basic level, the student and monitor meet at least once a month. They check in and discuss topics such as any school-related problems, problem-solving techniques, and the importance of staying in school.

At the intensive level, check-ins are more frequent, and the techniques are more individualized.



With Check-In, Check-Out, an adult (usually a paraprofessional) connects with students, as is the case with Check and Connect.

In the CICO strategy, the BEP coordinator spends approximately 10-15 hours per week implementing the program. He or she meets with the struggling student each morning. During the morning meeting, the coordinator checks in with the student to offer encouragement, make sure the student has all necessary tools for the day, and provide the student with a daily progress report, or DPR.

Throughout the day, teachers will provide feedback about student progress. Then, at the end of the day, the coordinator meets with the student once more to give encouragement, praise, or some other sort of reward.

The student takes the DPR home for a parent signature and brings it back the following day. This is to ensure that parents are kept in the loop.

First Steps to Success is a Tier-II strategy to identify and support kindergarteners who are identified as at high-risk of developing anti-social behaviors. FSS has three key features.

- First, there is a school-wide screening to identify students at risk.
- Second, FSS includes instructional interventions of pro-social behaviors for identified students.
- Third, parents of identified students are supported through a training technique referred to as Home-Base.

FSS is supported by a consultant—a school psychologist, school counselor, or behavior specialist—who establishes and coordinates home and school components. The school component includes providing identified students with frequent feedback, using a system of red card/green card. Targeted students can earn rewards from his or her class when set goals are met.

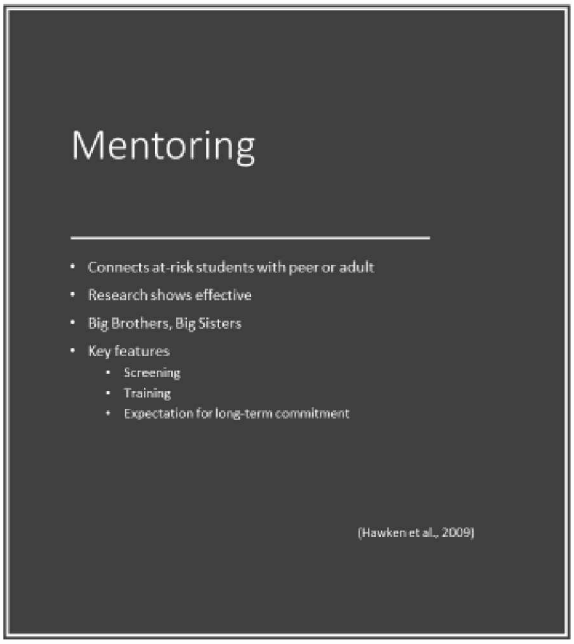
Initially, the consultant provides the feedback in the classroom, but as students progress, classroom teachers take over feedback (Hawken et al., 2009).

Once the school component has been developed, the consultant begins the 6-week Home-Base component where the consultant meets with identified student's parents once a week to discuss specific topics (Hawken et al., 2009).

When implemented at Tier-II, Social Skills Training (SST) is usually applied to a small group of students (Hawken et al., 2009).

Students in the group are taught skills that are targeted to address specific behavior problems. Prosocial behavior is modeled within the group.

Then, group members are given the opportunity to practice new skills. Members are provided frequent feedback.



Mentoring connects students who are at risk for academic failure or behavioral problems with a successful peer or a adult from the community, so the student can observe pro-social behaviors (Hawken et al., 2009).

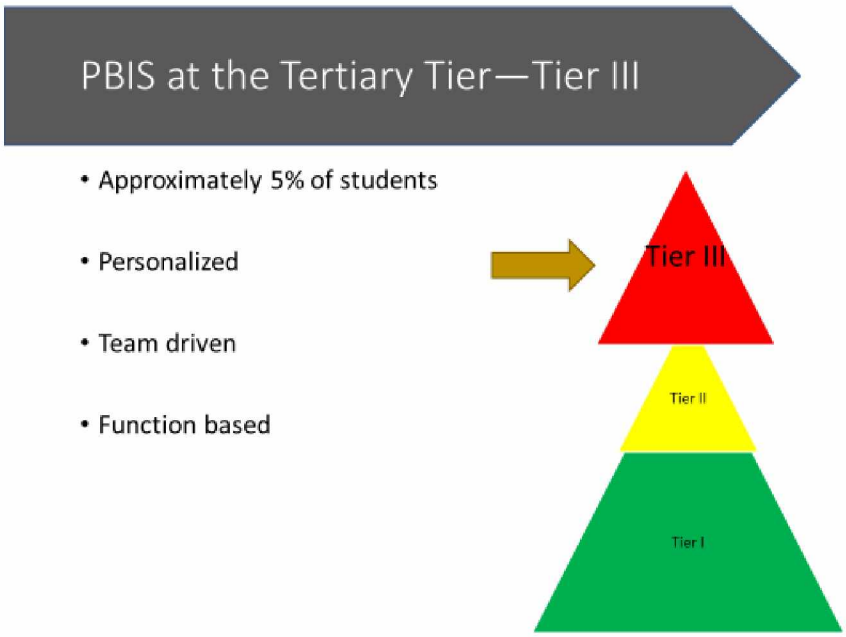
Mentoring programs have been reported by researchers to be effective interventions. Big Brothers Big Sisters of America is the largest formal mentoring program, but over 4,000 other mentoring programs are operating in the United States.

Although features of mentoring programs may vary, key features should include the following:

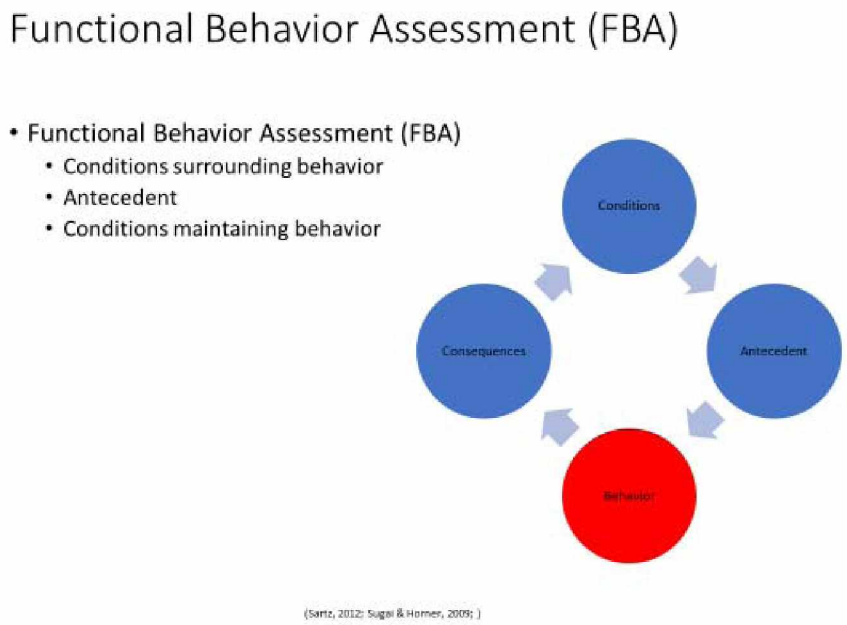
a) screening to match students with an appropriate mentor,

b) mentor training on the purpose and goals of the program, and

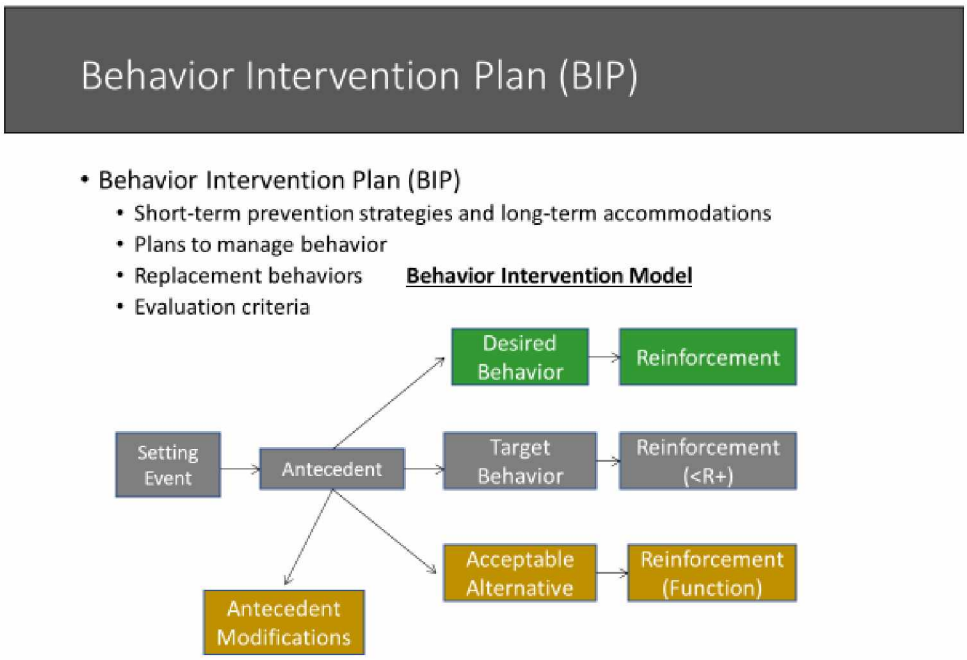
c) an expectation for long-term commitment to the student by the mentor.



Tier III (TT) interventions are personalized to meet the individual needs of the approximately 5% of students who do not respond to either primary or secondary interventions and require a more specialized approach (Sartz, 2012: Sugai & Horner, 2009). TT interventions are team driven and function based. In other words, the team carefully considers what purpose or function the behavior serves to address it constructively.



To determine the function of behavior, the team must explore environmental conditions surrounding the behavior, the situation that occurs just before the behavior (antecedent), and the maintaining consequences of the behavior. This procedure occurs through use of a Functional Behavior Assessment (FBA). The PBIS website (www.PBIS.org) has training modules and forms available to help schools through the FBA process.



The purpose of an FBA is to help the team create a Behavior Intervention Plan (BIP) that is uniquely targeted to address specific behaviors. An effective BIP includes:

a) short-term prevention strategies and long-term accommodations,

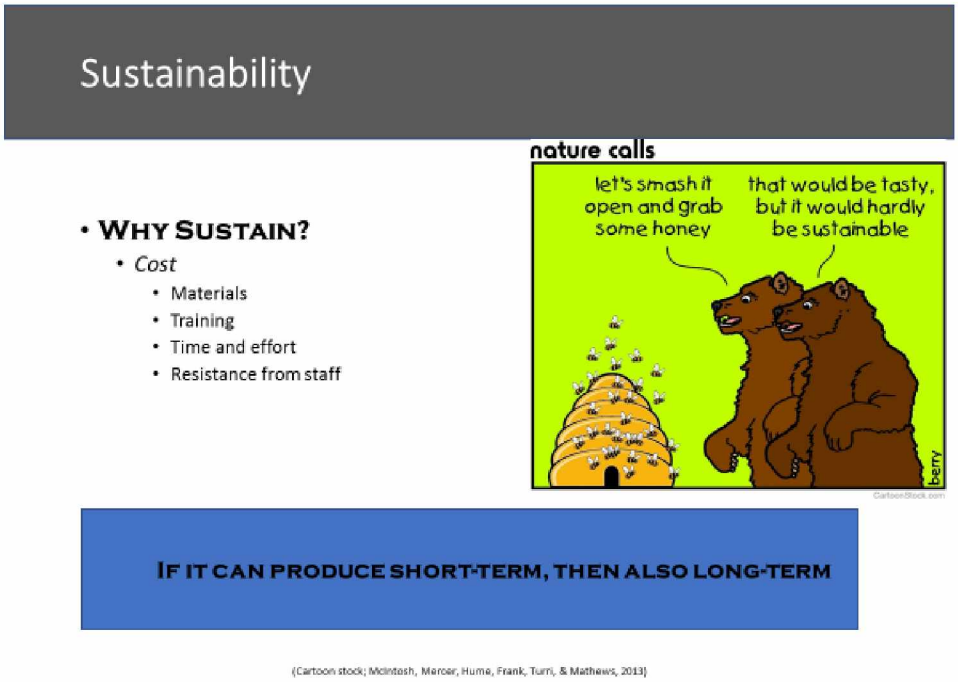
b) plans to manage behavior,

c) replacement behaviors,

d) the method of evaluating the BIP, and

e) the means of maintaining change.

It is important to keep in mind the resources required to implement and test strategies while constructing the BIP. Although the process of constructing FBAs and BIPs are a bit more complex than what you see here, there are a host of trainings and tools you can use through the websites www.pbis.org and www.pbisworld.com.

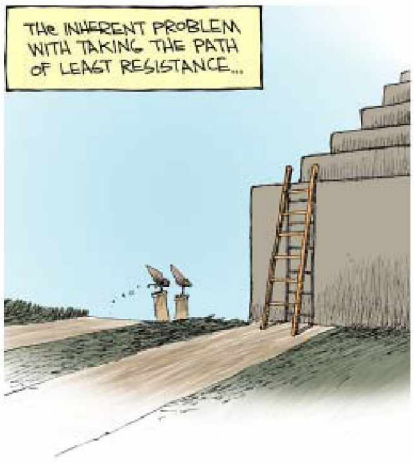


When implementing SWPBS (or PBIS), sustainability should be the goal (McIntosh, Horner, & Sugai, 2009). They explain that taking the resources to implement practices without the goal of sustaining them is costly in several ways.

Repeatedly implementing new practices without sustainable change not only costs schools the money to purchase materials and provide teacher trainings but it also costs in terms of the time and effort that it takes to learn a new practice. Additionally, there is the potential resistance from staff to try "another new practice". McIntosh et al. explain that any system that produces short-term benefits may be able to produce long-term benefits as well. However, implementing any new practice in schools can be a challenge, and sustaining the practice is much more difficult. In fact, sustaining practices appears to be the exception instead of the rule. Because of this, is important to be aware of those things that impede continued practice.

Barriers to Sustaining PBIS

- Change in context
  - Desired outcomes/needs
    - Budget cuts
    - Legislative mandates
- Change in capacity
  - Staff
  - Systems
  - Resources
- Lack of positive outcomes
  - Not meeting needs
    - Not implemented with fidelity

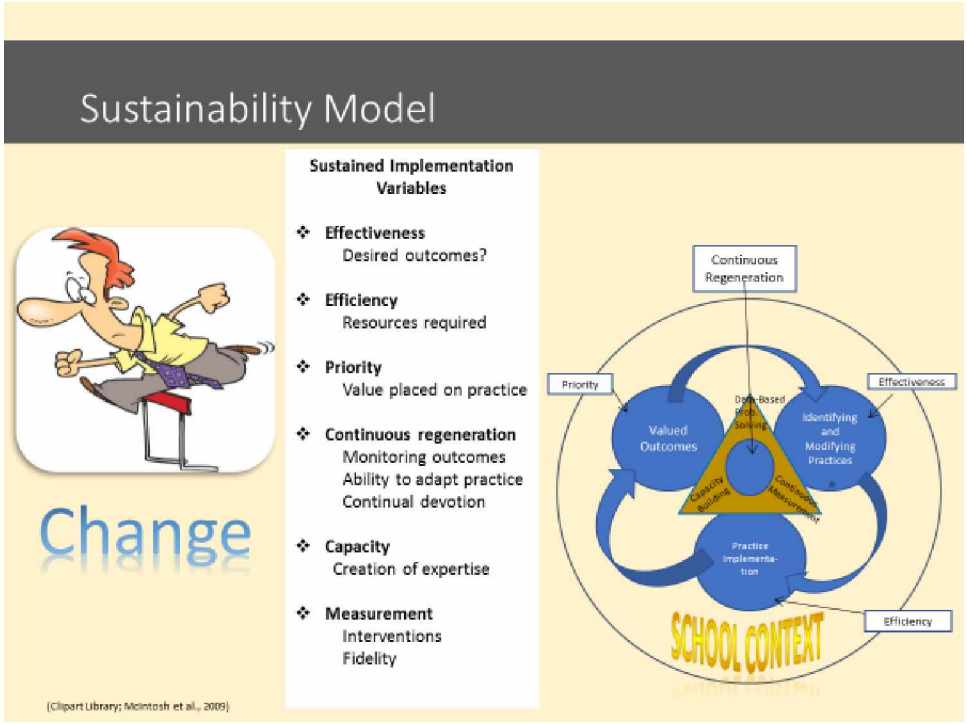


(Cartoonstock; McIntosh et al., 2009)

One barrier to sustaining SWPBS (PBIS) is a change in context. At the beginning of implementing a new practice, implementers match the context with the school make-up (practice, skills, resources, and values) (McIntosh et al., 2009). If the desired outcomes, or needs, of the school change, the practice may no longer work for the school. This can occur when priorities of the district, state, or national priorities change. Budget cuts and legislative mandates can limit or change the time and resources required to sustain a practice.

Another barrier to long-term implementation is a change in capacity (McIntosh et al., 2009). Changes in capacity occur when schools lose the ability to continue a practice because they no longer have the staff, systems, or resources to maintain the practice. For instance, if the principal who supported implementation is promoted or moves away for some reason, and the program loses its support, capacity to continue the practice may occur.

A third barrier to PBIS implementation and sustainability is a lack of positive outcomes. If a practice no longer meets the needs of the school, it becomes difficult to sustain the practice, even if the practice continues to be affective (McIntosh et al., 2009). This phenomenon can occur when the practice is not implemented with fidelity, causing it to lose its effectiveness.



According to McIntosh and associates, the process of the PBIS sustainability model is comprised of three mechanisms by which variables, set within the school context, interact and affect sustainability:

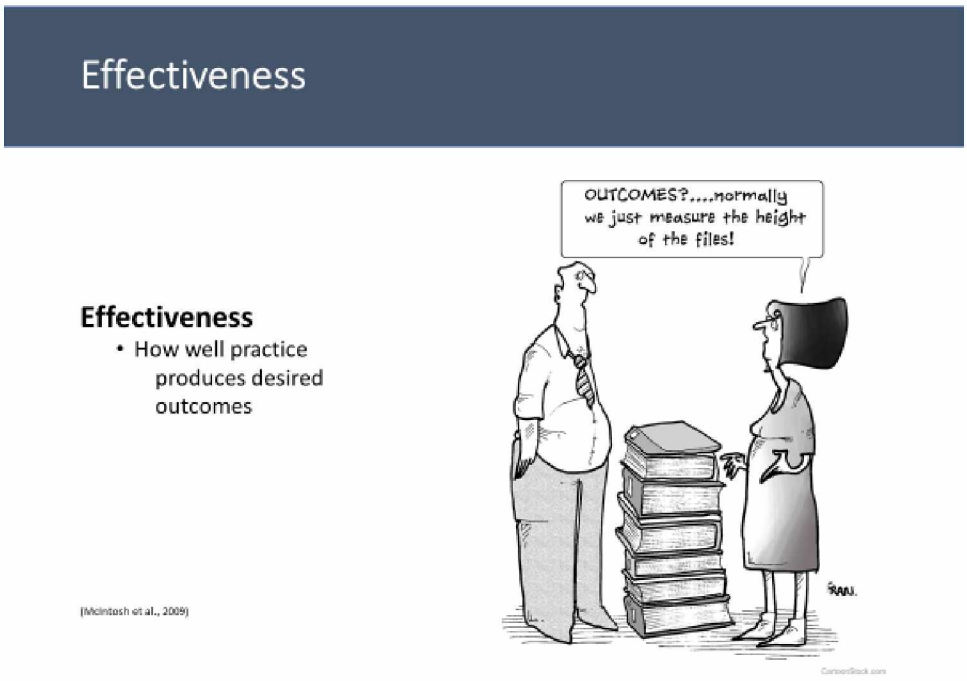
1) school faculty establish targeted outcomes,

2) methods of achieving the targeted outcomes are pinpointed and accepted by faculty, and

3) essential components of the accepted practices are implemented with fidelity.

Fidelity is highly important to the mechanism of sustained change because practices implemented with fidelity are more likely to bring about the desired outcomes. When the desired outcomes are achieved, it creates a positive perception of the change process, creating a momentum in a cycle of change, and maintenance is more likely. When desired outcomes are not achieved, maintenance becomes threatened. In addition, as personnel consistently implement practices, and become more familiar with PBIS, the steps needed to achieve fidelity become more efficient, and the practices become easier to adjust so that they are more effective in the school context.

These interacting mechanisms create a feedback loop where each repetition of the process may change the relationship between the variables.



Effectiveness is a measure of how well a practice produces desired outcomes (McIntosh et al., 2009).

Noticeable improvements in student academic outcomes, work effort, work climate, and number of aversive teaching experiences create a positive experience of the change process. This produces the principle of reinforcement, which is an important factor of effectiveness.

Efficiency

- Resources required
  - Amount of resources needed to get desired outcome

(McIntosh et al., 2009)

Efficiency refers to the amount of resources required to produce desired outcomes and is an important variable in the sustainability model (McIntosh et al., 2009).

A practice is more likely to be sustained if it is the most cost-effective method of producing desired outcomes. If a practice requires an excessive amount of time, money, or staff, it may not be sustainable, simply because the cost of implementing the practice outweighs the outcome it produces.

Priority

- Value placed on practice
- General visibility

(Adams; McIntosh et al., 2009)
Permission Pending

Priority is invaluable when attempting to maintain the support of initial stakeholders such as administrators, superintendents, school board members, and legislators (McIntosh et al., 2009).

Priority refers to the value placed on a practice, as well as its general visibility, when compared to other known practices. Priority is a variable that comes with active planning and can be gained through advocacy, policy, and blending the practice with new initiatives.

Continuous regeneration refers to:

a) continual monitoring of both the outcomes of the practice and the fidelity of its implementation

b) the ability to adapt a practice to different needs or settings without losing its critical features, and

c) continual devotion to its implementation and reimplementation (McIntosh et al., 2009).

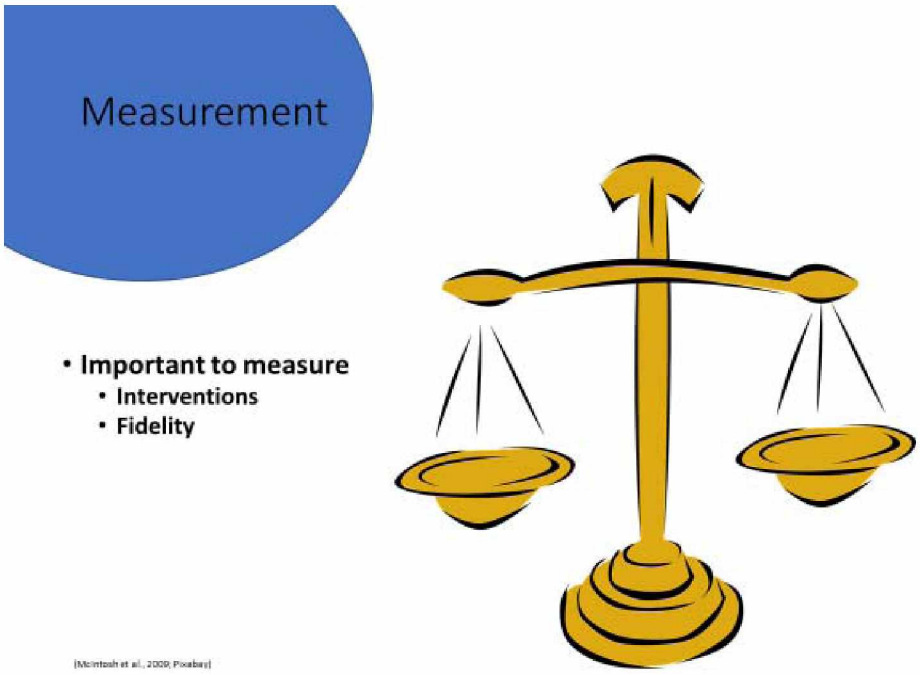
Continuous regeneration may be gained by applying it to new areas, new settings, new stakeholders, or new levels of support. Another mode of continual regeneration takes place when a practice is able to respond to changing needs.

Capacity

- Create expertise
  - Training

(McIntosh et al., 2009)

Capacity building refers to the creation of the expertise required to effectively implement a practice when the initial training and support is no longer immediately accessible (McIntosh et al., 2009). Capacity building should be considered a crucial goal during initial implementation and is gained by developing a structured plan that incorporates continual training and support into the practice. Regular training and ongoing support increase the probability of continued fidelity.



Finally, it is important to regularly measure the fidelity and effectiveness of the interventions that are implemented (McIntosh et al., 2009). When interventions are measured regularly, they can be adjusted to maximize effectiveness or replace ineffective practices. If school personnel perceive that interventions are bringing about positive changes, they are more likely to invest in the interventions. Measuring fidelity of intervention implementation will help to accurately assess if the interventions themselves are ineffective or if the problem is with implementation. Measuring fidelity helps implementers determine where support is needed, whether it is training, resources, time, or buy in.

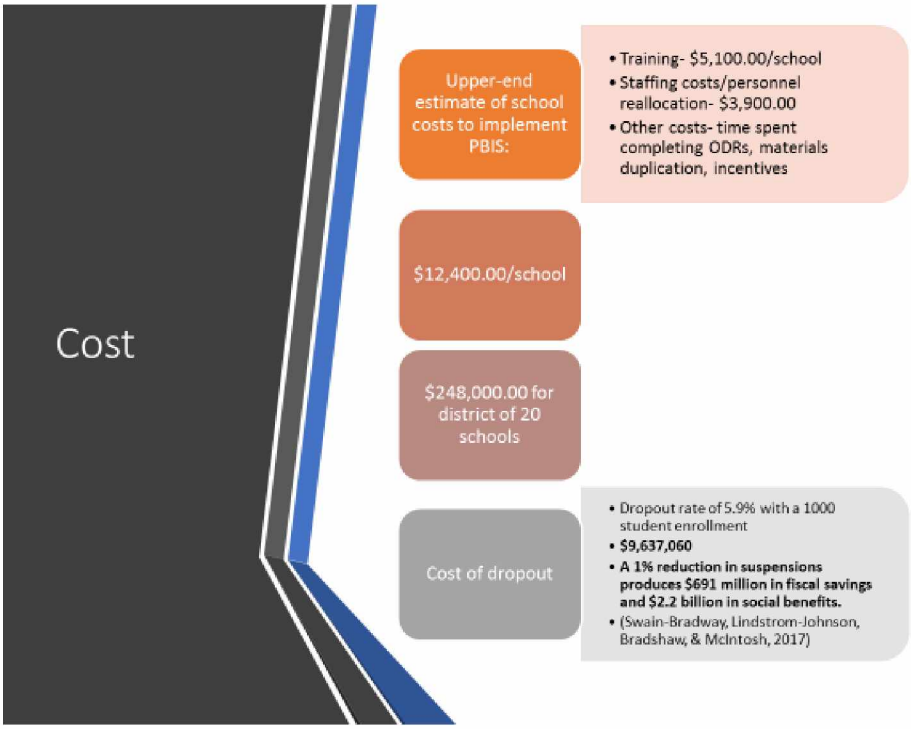
Accurate measurement tools are critical to the measurement process. There are several measurement tools available through www.pbis.org. Three of the most widely used assessment tools are the Team Implementation Checklist, the School-wide Evaluation Tool, and the School-wide Information System.

The **Team Implementation Checklist (TIC)** is a short 17 question self-assessment tool intended for the implementation team (McIntosh et al., 2009). This tool assesses the degree to which the team is implementing the core features of PBIS. The team creates a team summary and enters it into a website (www.pbissurveys.org). The website will immediately convert the information into a visual display that may be compared to previous assessments.

The **School-wide Evaluation Tool (SET)** is an assessment tool that measures the progress the implementing team is making toward the goal of implementing PBIS with fidelity (McIntosh et al., 2009). The SET is different than the TIC in that it (SET) utilizes outside observation of

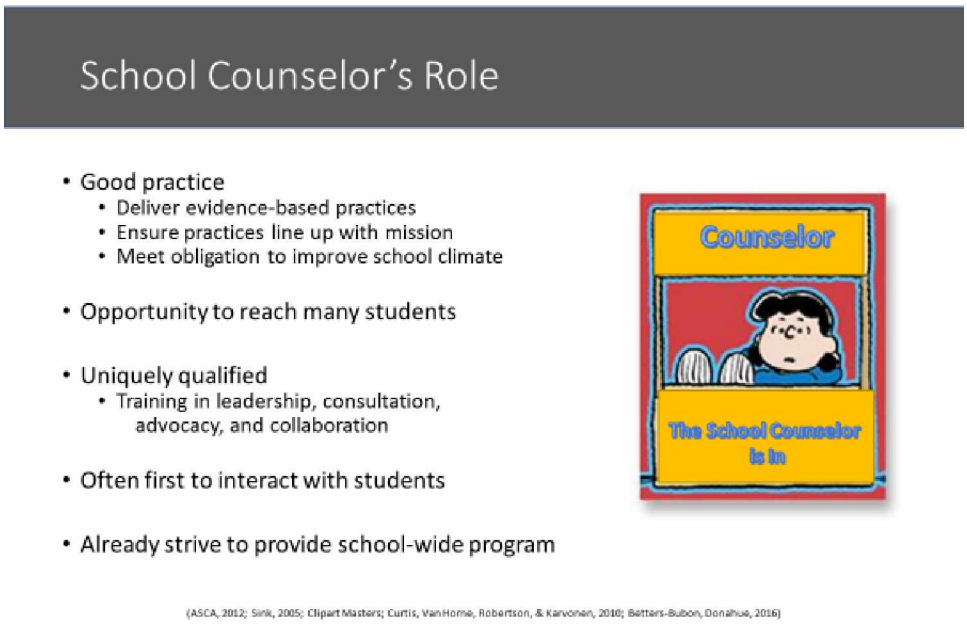
school practices to measure progress. The SET is used annually to assess the validity of the TIC scores.

The **School-wide Information System (SWIS)** is a website created to help implementers evaluate individual and school-wide changes in student outcomes (McIntosh et al., 2009). This website is directed by Dr. McIntosh, a professor in the Department of Special Education and Clinical Sciences at the University of Oregon (www.pbisapps.org). SWIS offers a variety of surveys that assist implementers to collect and use data to drive decision making.



According to Swain-Bradway and associates, the connections between suspensions and dropout rates are well-documented. The fiscal cost of dropout is approximately $163,340/per person who drops out, over his or her lifetime. This does not include the social costs of dropout, that include diminished earning potential, diminished earning potential, and increased utilization of the healthcare system because of poorer health and lack of health insurance.

The social cost of dropout is approximately $527,695/ per person.



As the profession of school counseling joins other helping professions in the effort to ensure that public services are delivered effectively and efficiently, it is good practice to search out interventions that have been thoroughly studied and demonstrated to meet the needs of the population they serve in a way that agrees with their mission.

According to the American School Counselor Association (ASCA; ASCA, 2012), school counselors should strive to meet not only student competencies but also program goals. For instance, as part of a comprehensive counseling program, school counselors are obligated to work toward improving the school and class climates, which should lead to improved student academic success (Sink, 2005).

The PBIS program provides school counselors an opportunity to reach a large number of students and to encourage a safer environment for learning (Curtis, Van Horne, Robertson, & Karvonen, 2010). School counselors are uniquely qualified to head up implementation of PBIS because of their training in leadership, consultation, advocacy, and collaboration (Betters-Bubon, Donahue, 2016). School counselors are generally the first mental-health professional to interact with students because they are usually already providing school-wide educational support.

School counselors already strive to promote a comprehensive school-wide counseling program that will support student success. For these reasons, school counselors would be wise to educate themselves about the PBIS model and consider if it could be effectively implemented, as part of a comprehensive counseling program, in their school.

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Appendix B--Reference List of PBIS Research

Tier 1 Schoolwide Positive Behavior Interventions and Supports

Randomized Control Trials assessing PBIS

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A randomized control trial of school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*(3), 113-144.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

Bradshaw, C., Waasdorp, T., & Leaf P. (2012) Examining the variation in the impact of School-wide Positive Behavioral Interventions and Supports. *Pediatrics*, *10*(5), 1136-1145.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science, 10*, 100-115.

A randomized control trial documenting change in the organizational effectiveness of schools as a function of implementing SWPBS.

Bradshaw, C., Koth, C., Bevans, K., Ialongo, N., & Leaf, P. (2008). The impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw et al., document that implementation of school-wide PBIS by typical implementation personnel was successful in achieving high fidelity of adoption and improved "organizational health" within the schools.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of School-Wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children, 31,* 1-26.

The authors document a randomized control trial of SWPBIS with observations from school implementers.

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Quasi-experimental design documenting improved perception of safety linked to implementation school-wide positive behavior support.

Waasdorp, T., Bradshaw, C., & Leaf , P., (2012) The Impact of School-wide Positive Behavioral Interventions and Supports on bullying and peer rejection: A Randomized controlled effectiveness trial**.** *Archive of Pediatric Adolescent Medicine. 166*(2): 149-156.

Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M., & Leaf, P. (2012). Integrating schoolwide Positive Behavioral Interventions and Supports with tier 2 coaching to student support teams: The PBISplus Model. *Advances in School Mental Health Promotion, 5*(3), 177-193. doi:10.1080/1754730x.2012.707429

Tier 2 Schoolwide Positive Behavior Interventions and Supports Randomized Control Trials

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Randomized trial of Check-in/ Check-out procedures. Results indicate functional effect between use of procedures and both improved scores on standardized assessment instruments, and direct observation of problem behavior.

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Hawken, L. & Horner, R. (2003). Evaluation of a targeted group intervention within a school-wide system of behavior support, *Journal of Behavioral Education, 12,* 225-240.

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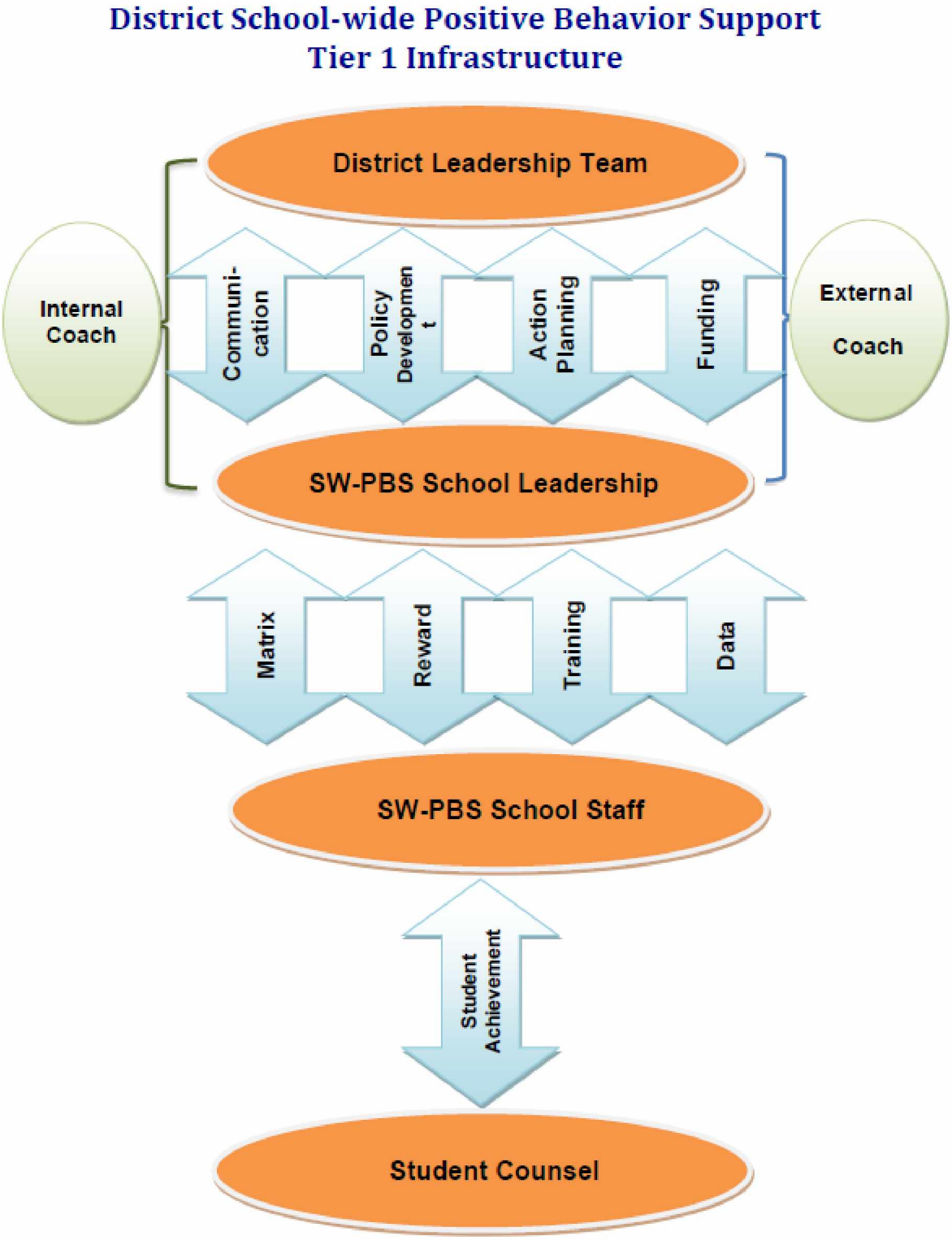
Appendix C--District School-wide Positive Behavior Support

Tier I Infrastructure

Please see the image on the following page.


District School-wide Positive Behavior Support
Tier 1 Infrastructure
District Leadership Team
Internal Coach
Communi-cation
Policy Developmen t
Action Planning
Funding
External Coach
SW-PBS School Leadership
Matrix
Reward
Training
Data
SW-PBS School Staff
Student Achievement
Student Counsel

Appendix D

School-wide Information System ROI

(Example) SWIS/CIRS OFFICE DISCIPLINE REFERRAL FORM

Complete the following information. This Office Discipline Referral form includes CIRS reportable information marked by a bold C. If a CIRS box is checked complete the CIRS reporting process or forward this referral to the person responsible for reporting that information.

Student Name: _____ Referring Staff: _____ Grade: _____

Date: _____ Time of Incident: _____ Student on a IEP (Yes or No): _____
Student on a 504 (Yes or No): _____

LOCATION:

- ▫ Classroom
- ▫ Playground
- ▫ Common Area
- ▫ Hallway
- ▫ Cafeteria
- ▫ Bathroom
- ▫ Gym
- ▫ Library
- ▫ Bus Loading Zone
- ▫ Parking Lot
- ▫ Bus
- ▫ Special Event/Assembly/Field Trip
- ▫ Other: _____

PROBLEM BEHAVIORS:
(Check the most intrusive)

MINOR:

- ▫ Inappropriate Language
- ▫ Physical Contact
- ▫ Defiance/Disrespect/Non-Compliance
- ▫ Property Misuse

MAJOR: (C = CIRS Reportable Incident)

- ▫ Abusive Language/Inappropriate Language
- ▫ Fighting
- ▫ Physical Aggression
- ▫ Defiance/Disrespect/Insubordination/ Non-Compliance
- ▫ Disruption
- ▫ Bullying C
- ▫ Harassment C
- ▫ Hazing C
- ▫ Skip Class/Truant
- ▫ Forgery/Theft
- ▫ Lying/Cheating
- ▫ Vandalism
- ▫ Property Damage C
- ▫ Bomb Threat C
- ▫ Arson C
- ▫ Weapons C
- ▫ Violent Crimes C

PERCEIVED MOTIVATION:

- ▫ Obtain Peer Attention
- ▫ Obtain Adult Attention
- ▫ Obtain Items/Activities
- ▫ Avoid Peer(s)
- ▫ Avoid Adult(s)
- ▫ Avoid Tasks/Activities
- ▫ Other: _____

OTHERS INVOLVED:

- ▫ None
- ▫ Peer(s)
- ▫ Teacher
- ▫ Substitute
- ▫ Other: _____

ACTION TAKEN:

- ▫ Time In Office/Out of Class
- ▫ Loss of Privilege
- ▫ Conference with Student
- ▫ Detention
- ▫ Parent Contact
- ▫ Individualized Instruction
- ▫ Restitution
- ▫ Community Service

For Majors Only:

- ▫ In-school Suspension C
- ▫ Out-of-school Suspension C

COMMENTS:

FOLLOW-UP COMMENTS:

CIRS Offender & Victim Information

Offender Information		
Offender ID#	Grade level:	DOB:
Last name:	First name:	Middle name:
Race:	Gender:	

Was offender on IEP at time of incident? Y N

If he/she was on an IEP, then:

Disability:

Ltd Eng Prof status: Y N

Victim Information		
Victim ID#	Grade level:	DOB:
Last name:	First name:	Middle name:
Race:	Gender:	

Type of Victim:

___ Student attending this school

___ Student from another school

___ School personnel

Injury to Victim:

___ Minor Injury

___ Major Injury

___ No Injury

___ Serious bodily injury

___ Unknown Injury

Appendix E

Haines School Full Matrix of All Classrooms and Common Areas

	Hallways & Commons	Playground & Gym	Lunchroom	Restroom	Office	Library	Bus
I am safe.	I walk on the right side	I follow staff instruction	I wash my hands	I wash my hands	I walk	I keep my hands and feet to myself	I stay seated
	I allow clear passage	I use equipment appropriately	I sit and move appropriately	I keep my hands and feet to myself		I walk	The aisles are clear
	I keep my hands and feet to myself	I stay in assigned areas	I keep my hands and feet to myself	I report messes immediately			My whole body is inside the bus
I am prepared.	I think ahead & take care of my business	I have appropriate clothing & footwear	I know my number & food choices	I have permission during class time	I am in the office with a purpose	I know my number	I am on time
	I have a pass if class is going on	I line up quickly	I get everything the first time through the line			I bring what I need to work on	I know my stop
			I have my lunch				I have my things
I am respectful of others.	I respect others' space & business	I include others' in play	I use my inside voice & appropriate language	I respect others' personal space	I respect the privacy & space of others	I help others and wait my turn	I keep my hands and feet to myself
	I use my inside voice & appropriate language	I play nicely & solve problems appropriately	I stay in my spot	I wait my turn patiently	I use my inside voice	I use appropriate & positive language	I use appropriate & positive language
	I am quiet if class is in session	I share equipment	I use good manners	I flush after using the toilet	I use appropriate & respectful language	I use my inside voice	
		I follow the rules				I respect others' space	I speak at an appropriate level
I am responsible.	I clean up after myself	I report problems to staff	I eat my own food	I wash my hands	I take responsibility for my actions	I use computers & the phone appropriately	I stay in my seat
	I move with a purpose	I follow directions	I listen to lunchroom staff	I take care of business in a timely manner	I follow staff instructions	I return my materials on-time	I listen to the bus driver
			I put trash & compost in the correct place			I listen to the librarian	